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ABSTRACT

California school districts reported their goals, subgoals, and priorities by matching statements to those in a catalog of 279 possible educational goals developed by a state legislature subcommittee. This report compiles data collected from 614 school districts that did not meet certain goals collection criteria. Data from the remaining 217 participating school districts that did meet the goals collection criteria are presented in a companion report. Tables include tabulations of goals, subgoals, and priorities data for elementary, secondary, and unified school districts, and for urban, suburban, and rural school communities. Summary tables present the most frequently mentioned goals, subgoals, and priorities including the ten statements ranked by the highest priority group. (Author/MLF)

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ED128958

STATE OF CALIFORNIA

JOINT LEGISLATIVE COMMITTEE ON EDUCATIONAL GOALS AND EVALUATION

AND

THE DEPARTMENT OF EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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COMPILATION OF FALL 1974

GOALS, SUBGOALS AND PRIORITIES

NOT MEETING GOALS COLLECTION CRITERIA

JANUARY 1975

EA 008 735

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1 Introduction

This report compiles goals, subgoals and priorities data collected from California school districts in the fall of 1974 which did not meet the goals collection criteria established by the Joint Legislative Committee on Educational Goals and Evaluation. Included are data from 614 of the 831 participating school districts. Data from the remaining 217 participating school districts that did meet the goals collection criteria are presented in a companion report.

The 831 school districts that participated in the goals collection project represent 79% of the State's 1,048 school districts and 71% (2,802,969) of the State's FY 73 A.D.A. of 3,942,469. The 614 districts that did not meet the criteria represent 74% of the 831 participating districts, 67% (1,882,432) of the A.D.A. of participating districts and 48% of the total State A.D.A.

The goals collection criteria referenced above are described in a July 5, 1973 memorandum of the Joint Committee, a copy of which is included in the Appendix. The essential criteria in that memo which relate directly to school districts include the following: 1) reported data must have been verified by a five-member district reporting committee; 2) goals data must have been adopted or re-adopted after July 1, 1970; 3) community members, district administrators, classified district personnel, classroom teachers and high school students must have been involved at least moderately and elementary students at least a little; 4) community members from all ethnic and economic groups and all geographical areas must have been involved; and 5) goal setting processes must have been operated at each school site or at regional sites with school input.

Procedures and forms by which data were collected are described in a procedures manual dated September 1974. Personnel from all county schools offices received instructions regarding those procedures and forms at in-service training programs held in Los Angeles, Fresno, San Jose, Sacramento and Redding. Subsequent to the inservice training programs, county schools offices personnel worked with school districts within each respective county to collect the necessary data. Forms, procedures, training, and/or direct assistance was provided to each district as required. Additional support in the form of personnel and limited financial aid was available from those county schools offices that hosted the inservice training programs.

School districts reported their goals, subgoals and priorities by matching each statement or statement part to statements listed in a goals catalog. Goals catalogs and coding forms were provided for this task. School districts were also provided with questionnaires designed to obtain information on the goal setting processes utilized and the degree of participation by community members. The responses to those questionnaires, which are documented in a separate report, determined whether a district did or did not meet the criteria of the July 5, 1973 memorandum. To verify

that the intent of the goals as adopted by local school districts was adequately conveyed through the coding process, five-member reporting committees consisting of a community representative, a board member, a school administrator, a teacher and a student, each selected by his or her peers, were assembled in each district to approve the coding. Completed coding forms were forwarded to Systems Planning Corporation where they were translated into machine-readable format for computer processing.

In its present form, the goals, subgoals and priorities data may be used to make inferences regarding the general educational directions or aspirations of those persons who participated in the goal setting and collection processes. Since only unanalyzed data are presented, no conclusions were drawn concerning the possible validity or invalidity of the compiled data. Such a determination of validity, which would require the design and execution of experiments and tests for significant differences, was beyond the scope of the present study.

No inferences should be drawn concerning the success or failure of the goal setting processes or the goals collection project on the basis of the degree of usefulness of the compiled data. Nor should any identified limitations in the compiled data be construed as criticism of the data for individual school districts or the efforts of persons who participated in either the development of goals or in their collection. No such criticism was intended or should be implied.

In any project of the magnitude of the setting and collecting of goals, which involved hundreds of thousands of persons over a several year time span, the degree of success must be measured by the positive direction that results rather than the expectation of direct solutions to vaguely defined problem areas. A complete goal setting cycle would also include many activities beyond the adoption of goals, such as developing program objectives, initiating new programs, developing an evaluation process, and determining the effectiveness of the programs in meeting the goals and needs of the local school-community. The collecting of adopted goals, which is only one phase of a complete cycle, can hardly be expected to produce complete answers to questions that have been raised for many decades.

The strengths and weaknesses of the goals collection project and certain aspects of the goal setting processes that were followed by the state's school districts are discussed in other reports listed in the Bibliography. The interested reader seeking more comprehensive knowledge is directed to those reports.

2 Description of Data

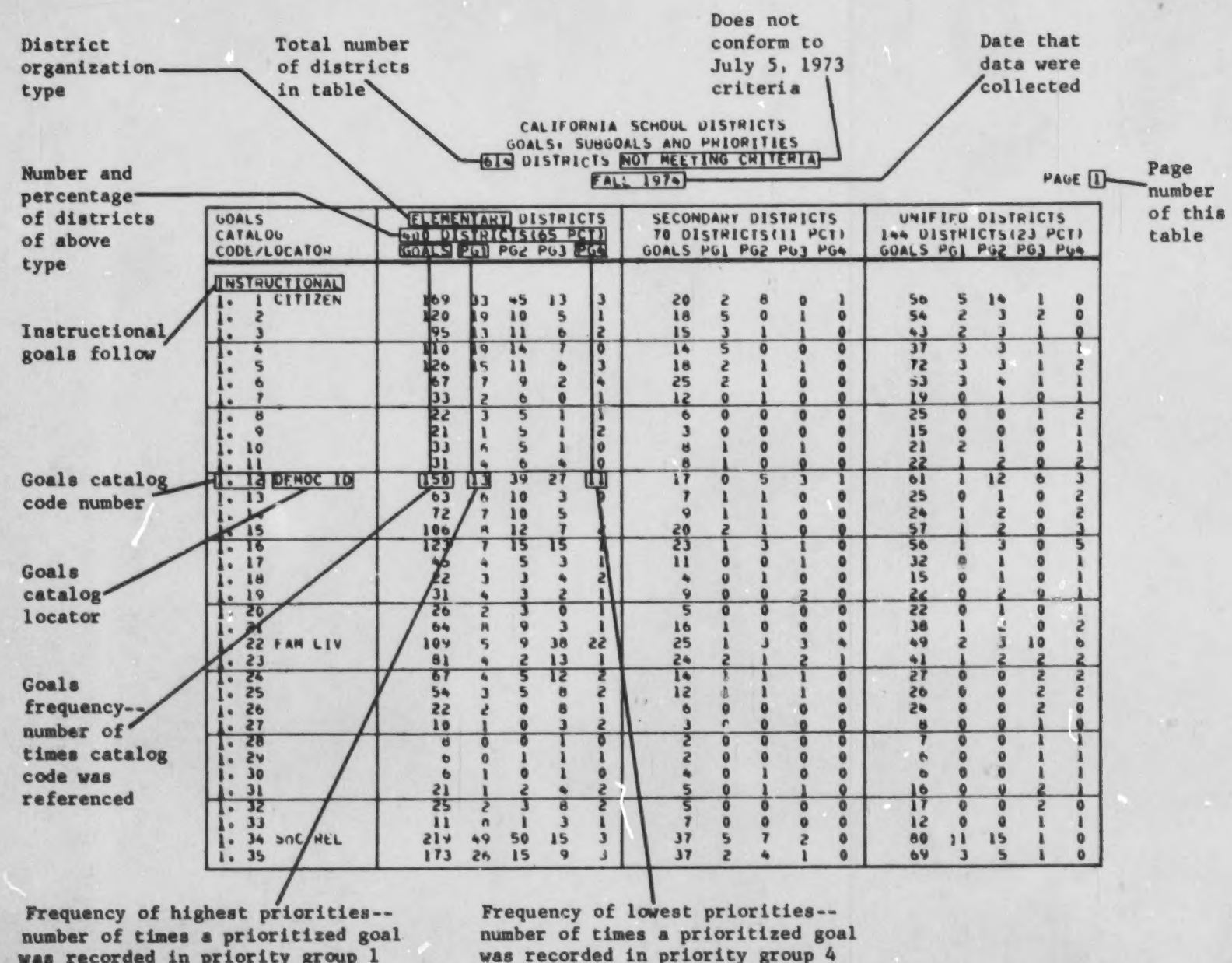
The "Goals Report Format" illustration on the following page describes the format of tables that are presented in Section 4. Those tables include tabulations of goals, subgoals and priorities data for elementary, secondary and unified school districts and for urban, suburban and rural school-communities. The various tables aggregate data for all A.D.A. ranges for a particular district organization type or for a particular socio-geographic community type (urban, suburban or rural). A more detailed presentation of data by A.D.A. ranges for various combinations of elementary/secondary/unified and urban/suburban/rural classifications is given in the "Detailed Presentation of Data" report referenced in the Bibliography.

Each table tabulates the total references made to goals catalog codes by the goals and subgoals of school districts not meeting the print criteria. For example, in elementary school districts, 150 districts out of 400 reporting data listed the statement corresponding to the goals catalog code 1.12 as one of their goals or subgoals.

A copy of the complete goals catalog which contains statements referenced by code number in the goals tables is included at the end of this section. That catalog, which represents a compilation of 279 of the possible goals of education of California school districts, was developed by a Subcommittee working under the direction of the Joint Committee. Goal statements in that catalog are grouped together under "locator" headings. For ease of reference, those locator headings also appear in the goals tables beside the first code of each group. Portions of the catalog are also included on the page across from the goals tables in Section 4 to enable the complete statements to be more easily referenced.

Goals and subgoals were treated the same in compiling the tables; i.e., the frequency of mention of a particular goals catalog code includes all references by either a district goal or subgoal. Since reference to a particular catalog code was counted only once by a single school district (multiple references were eliminated), the maximum possible number of references to a code is the number of school districts reporting data.

Priority frequencies are summarized in the goals reports by priority groups 1 through 4. With this grouping method, priorities from various school districts are accumulated, regardless of the number of priorities reported by a particular district. For example, a district with four goals prioritized 1-4 would have one priority fall into each group while a district with forty goals prioritized 1-40 would have ten priorities fall into each group. If two or more prioritized goals or subgoals referenced the same catalog code, the highest priority referenced (the lowest number) was recorded. In the event that a school district assigned non-sequential priorities, the priority groups were determined according to the actual priorities assigned. For example, a district with ten goals having two priority ones and eight priority tens would be tabulated with two entries in priority group 1 and eight entries in priority group 4.


District organization type
Total number of districts in table
Does not conform to July 5, 1973 criteria
Date that data were collected
CALIFORNIA SCHOOL DISTRICTS
GOALS, SUBGOALS AND PRIORITIES
614 DISTRICTS NOT MEETING CRITERIA
FALL 1974
PAGE 1
Page number of this table
Number and percentage of districts of above type
Instructional goals follow
Goals catalog code number
Goals catalog locator
Goals frequency--number of times catalog code was referenced
Frequency of highest priorities--number of times a prioritized goal was recorded in priority group 1
Frequency of lowest priorities--number of times a prioritized goal was recorded in priority group 4

GOALS CATALOG CODE/LOCATOR	ELEMENTARY DISTRICTS 470 DISTRICTS(65 PCT) GOALS	PG1	PG2	PG3	PG4	SECONDARY DISTRICTS 70 DISTRICTS(11 PCT) GOALS	PG1	PG2	PG3	PG4	UNIFIED DISTRICTS 144 DISTRICTS(23 PCT) GOALS	PG1	PG2	PG3	PG4
INSTRUCTIONAL															
1. 1 CITIZEN	169	33	45	13	3	20	2	8	0	1	56	5	14	1	0
1. 2	120	19	10	5	1	18	5	0	1	0	54	2	3	2	0
1. 3	95	13	11	6	2	15	3	1	1	0	43	2	3	1	0
1. 4	110	19	14	7	0	14	5	0	0	0	37	3	3	1	1
1. 5	126	15	11	6	3	18	2	1	1	0	72	3	3	1	2
1. 6	67	7	9	2	4	25	2	1	0	0	53	3	4	1	1
1. 7	33	2	6	0	1	12	0	1	0	0	19	0	1	0	1
1. 8	22	3	5	1	1	6	0	0	0	0	25	0	0	1	2
1. 9	21	1	5	1	2	3	0	0	0	0	15	0	0	0	1
1. 10	33	6	5	1	0	8	1	0	1	0	21	2	1	0	1
1. 11	31	4	6	4	0	8	1	0	0	0	22	1	2	0	2
1. 12 DEMOC ID	150	13	39	27	11	17	0	5	3	1	61	1	12	6	3
1. 13	63	6	10	3	0	7	1	1	0	0	25	0	1	0	2
1. 14	72	7	10	5	1	9	1	1	0	0	24	1	2	0	2
1. 15	106	8	12	7	4	20	2	1	0	0	57	1	2	0	3
1. 16	123	7	15	15	1	23	1	3	1	0	56	1	3	0	5
1. 17	46	4	5	3	1	11	0	0	1	0	32	0	1	0	1
1. 18	22	3	3	4	2	4	0	1	0	0	15	0	1	0	1
1. 19	31	4	3	2	1	9	0	0	2	0	26	0	2	0	1
1. 20	26	2	3	0	1	5	0	0	0	0	22	0	1	0	1
1. 21	64	8	9	3	1	16	1	0	0	0	38	1	3	0	2
1. 22 FAM LIV	109	5	9	38	22	25	1	3	3	4	49	2	3	10	6
1. 23	81	4	2	13	1	24	2	1	2	1	41	1	2	2	2
1. 24	67	4	5	12	2	14	1	1	1	0	27	0	0	2	2
1. 25	54	3	5	8	2	12	1	1	1	0	26	0	0	2	2
1. 26	22	2	0	8	1	6	0	0	0	0	24	0	0	2	0
1. 27	10	1	0	3	2	3	0	0	0	0	8	0	0	1	0
1. 28	8	0	0	1	0	2	0	0	0	0	7	0	0	1	1
1. 29	6	0	1	1	1	2	0	0	0	0	6	0	0	1	1
1. 30	6	1	0	1	0	4	0	1	0	0	6	0	0	1	1
1. 31	21	1	2	4	2	5	0	1	1	0	16	0	0	2	1
1. 32	25	2	3	8	2	5	0	0	0	0	17	0	0	2	0
1. 33	11	0	1	3	1	7	0	0	0	0	12	0	0	1	1
1. 34 SOC REL	214	49	50	15	3	37	5	7	2	0	80	11	15	1	0
1. 35	173	26	15	9	3	37	2	4	1	0	69	3	5	1	0

Because of duplicate codes, non-sequential assignments of priorities, and fewer than four priorities in some school districts, the priority frequencies are not evenly distributed into quadrants. The priority group 1 total is usually greater than the priority group 2 total, etc. The total of the four priority groups for a given goals catalog code cannot exceed the total references by goals and subgoals (after duplicate codes are eliminated). If all goals and subgoals were prioritized, the two totals would be the same; however, many districts either had no priorities or assigned equal priority to all goals and subgoals. In either case, no priority was recorded in the goals reports, although the catalog code references were recorded.

EDUCATIONAL GOALS CATALOG – GOALS COLLECTION PROJECT
CALIFORNIA DEPARTMENT OF EDUCATION
SEPTEMBER 1974

1. INSTRUCTIONAL GOALS

CITIZENSHIP

1.1 Learn how to be a good citizen.
1.2 Develop an awareness of civic rights and responsibilities.
1.3 Develop attitudes for productive citizenship in a democracy.
1.4 Develop an attitude of respect for personal and public property.
1.5 Develop an understanding of the obligations and responsibilities of citizenship.
1.6 Acquire the skills, knowledge and values necessary for responsible citizenship.
1.7 Know the main structures and functions of our government and political processes.
1.8 Understand that productive citizenship involves effort to assure good government.
1.9 Comprehend the nature and purpose of governments.
1.10 Live within the law.
1.11 Strive to eliminate prejudice in our society whether based on sex, religious belief, race, nationality, ethnic identification, or age.

IDEALS OF DEMOCRACY

1.12 Understand and practice democratic ideas and ideals.
1.13 Develop loyalty to American democratic ideals.
1.14 Develop patriotism and loyalty to ideals of democracy.
1.15 Develop knowledge and appreciation of the rights and privileges in our democracy.
1.16 Develop an understanding of our American heritage.
1.17 Understand and appreciate the ideals and principles underlying the American democracy.
1.18 Develop patriotism and loyalty to America.
1.19 Understand the democratic political system.
1.20 Be able to compare the democratic political system with other political systems.
1.21 Acquire the skills necessary to adapt and adjust to living in a democratic society.

FAMILY LIVING

1.22 Understand and practice the skills of family living.
1.23 Develop understanding and appreciation of the principles of living in the family group.
1.24 Develop attitudes leading to acceptance of responsibilities as family members.
1.25 Develop an awareness of future family responsibilities and achievement of skills in preparing to accept them.
1.26 Understand the roles and responsibilities of different family members.
1.27 Learn about factors that strengthen and weaken family ties.
1.28 Understand sexual expression in marriage.
1.29 Understand the aims and means of family planning.
1.30 Understand the physical, emotional, and social ramifications of extra-marital sex.
1.31 Know about human reproduction, prenatal development, and birth.
1.32 Know about the stages of human growth and development from infancy to death.
1.33 Understand and be prepared to accept future parental responsibility for children's care, education, and upbringing.

SOCIAL RELATIONSHIPS

1.34 Learn to respect and get along with people with whom we work and live.
1.35 Develop appreciation and respect for the worth and dignity of individuals.
1.36 Develop respect for individual worth and understanding of minority opinions and acceptance of majority decisions.
1.37 Develop a cooperative attitude toward living and working with others.
1.38 Acquire habits and attitudes which have proven value to social relations.
1.39 Understand the interdependence of people.
1.40 Contribute to the improvement of the world.
1.41 Be able to adjust to the changing demands of society.
1.42 Be able to establish and enjoy close personal relationships.

SOCIAL RELATIONSHIPS

1.43 Recognize feelings and expressions of emotion as a component of human relationships.
1.44 Take responsibility for oneself and not be overly dependent on others.
1.45 Acquire skill in group discussion and meetings.
1.46 Share one's own ideas, opinions, and feelings with others.
1.47 Give due credit to people who have helped one achieve something.
1.48 Be prepared for roles of leader and follower, and be able to accept frustration and defeat as well as success and winning.
1.49 Learn to enjoy the achievements of one's friends and associates.
1.50 Enjoy collaboration with others in joint enterprises.

INTER–CULTURAL RELATIONSHIPS

1.51 Learn how to respect and get along with people who think, dress and act differently.
1.52 Develop an appreciation for and an understanding of other people and other cultures.
1.53 Develop an understanding of political, economic, and social patterns of the rest of the world.
1.54 Develop awareness of the interdependence of races, creeds, nations and cultures.
1.55 Develop an awareness of the processes of group relationships.
1.56 Support the existence of a variety of lifestyles in America.
1.57 Seek relationships with people from other economic, ethnic, and social groups.
1.58 Seek to learn about other cultures by experiencing them.
1.59 Understand how groups with different cultures or values can interrelate effectively.
1.60 Understand how groups with cultures and values quite different from one's own contribute to one's total cultural heritage.

BASIC SKILLS

1.61 Develop skills in reading, writing, speaking and listening.
1.62 Develop ability to communicate ideas and feelings effectively.
1.63 Develop skills in oral and written English.
1.64 Have reading comprehension skills, which include retaining information, seeing implications, making inferences, and arriving at generalizations and conclusions.
1.65 Have oral reading and word attack skills, including phonetics.
1.66 Read for information and pleasure.
1.67 Learn study skills.
1.68 Have proficiency in written expression.
1.69 Speak fluent and clear English.
1.70 Have good listening skills.
1.71 Utilize non-verbal means of communication.
1.72 Have motor, sensory, and memory skills appropriate to one's age and growth level.
1.73 Have legible penmanship.
1.74 Be able to spell.
1.75 Recognize types and effects of mass communication.
1.76 Be able to apply the fundamental arithmetic operations with whole numbers, fractions, decimals, and percents, and understand common mathematical symbols.
1.77 Be able to apply mathematics to the solution of problems encountered in daily living.
1.78 Develop skills in the use of other languages.
1.79 Learn about computer languages.
1.80 Develop writing as a means of self-expression.

GEN. KNOW.

1.81 Gain a general education.
1.82 Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences.
1.83 Develop a fund of information and concepts.
1.84 Develop special interests and abilities.

GENERAL KNOWLEDGE

1.85 Have knowledge of mathematical concepts, definitions, symbols, and operations.
1.86 Understand the contribution of mathematics and science to technological and economic progress.
1.87 Understand elements of art and music.
1.88 Develop rational skills for scientific problem-solving, including divergent and convergent thinking, induction and deduction, hypothesizing, testing and observing, analysis, synthesis, and valuing.
1.89 Be able to speak convincingly and effectively.
1.90 Recognize and read various styles and forms of good literature.
1.91 Understand the contributions of sub-cultures to American society.
1.92 Understand governmental and political systems.
1.93 Understand the political, economic, and social problems throughout the world.
1.94 Understand the major records of history, anthropology, and east cultures.
1.95 Be knowledgeable about government and social services and how they are supported by taxation.
1.96 Understand the role of business and industry in the United States.
1.97 Be knowledgeable about the role of the United States in world affairs, including foreign military and economic commitments, international trade and relations, and participation in the United Nations.

CHARACTER AND PERSONAL VALUES

1.98 Develop good character and self-respect.
1.99 Develop moral responsibility and a sound ethical and moral behavior.
1.100 Develop the student's capacity to discipline himself to work, study, and play constructively.
1.101 Develop a moral and ethical sense of values, goals, and processes of free society.
1.102 Develop standards of personal character and ideals.
1.103 Possess ethical, moral, social, and spiritual values and use them to make decisions and establish personal goals.
1.104 Be knowledgeable about the major religions, philosophies, and moral and ethical teachings.
1.105 Develop personal discipline.
1.106 Understand the relation of one's personal ethical values to the processes of a free society.
1.107 Behave in accordance with one's standards.
1.108 Appreciate society's moral and ethical values.
1.109 Learn to accept responsibility for one's own behavior.

DECISION-MAKING AND PROBLEM SOLVING

1.110 Learn how to examine and use information.
1.111 Develop ability to examine constructively and creatively.
1.112 Develop ability to use scientific methods.
1.113 Develop reasoning abilities.
1.114 Develop skills to think and proceed logically.
1.115 Be knowledgeable about and use the principles of making decisions and solving problems.
1.116 Understand the role of value judgments in decision-making.
1.117 Understand the role of uncertainty in decision-making.
1.118 Be able to distinguish fact from opinion.
1.119 Be able to invent new approaches to difficult problems.
1.120 Learn to concentrate.
1.121 Know how to use common sources of information.
1.122 Know how to test decisions by the criteria of common sense and reasonable expectation.
1.123 Apply accumulated knowledge, skills, and experience to present day living and planning for the future.

PREPARATION FOR CHANGES

1.124 Learn about and try to understand the changes that take place in the world.
1.125 Develop ability to adjust to the changing demands of society.
1.126 Develop an awareness and the ability to adjust to a changing world and its problems.
1.127 Develop understanding of the past, identify with the present, and the ability to meet the future.
1.128 Understand that the world is continually changing and be able to adapt to such changes.
1.129 Be able to solve personal problems occasioned by change.
1.130 Understand how world problems require social change and personal adjustment for their solution.
1.131 Be open to change and ready to adjust to change.
1.132 Understand the principles of conflict resolution, weighing of evidence, negotiation, and reasonable compromise.

PREP. FOR ENTERING THE WORLD OF WORK

1.133 Be aware of the influence of others as one establishes values and makes decisions.

1.134 Develop skills to enter a specific field of work.
1.135 Develop abilities and skills needed for immediate employment.
1.136 Develop an awareness of opportunities and requirements related to a specific field of work.
1.137 Develop an appreciation of good workmanship.
1.138 Understand the value of work to society, to one's personal development, and to preparation for a career.
1.139 Have general knowledge and specific information about vocations of interest to oneself.
1.140 Know how to get and hold a job.

ABILITY TO MAKE JOB SELECTIONS

1.141 Gain information needed to make job selections.
1.142 Promote self-understanding and self-direction in relation to student's occupational interests.
1.143 Develop the ability to use information and counseling services related to the selection of a job.
1.144 Develop a knowledge of specific information about a particular vocation.
1.145 Appreciate the importance of work to self-fulfillment and happiness.
1.146 Have the abilities, attitudes, and skills necessary for realizing a productive and useful career.
1.147 Know enough about oneself to make an appropriate career choice.
1.148 Understand career ladders and how one can continually upgrade skills and abilities to obtain more satisfying work.
1.149 Appreciate the satisfactions of superior performance.
1.150 Be able to relate changes in society to changing career opportunities.
1.151 Integrate work and family responsibilities in a satisfactory fashion.

MANAGEMENT OF RESOURCES

1.152 Learn how to be a good manager of money, property, and resources.
1.153 Develop an understanding of economic principles and responsibilities.
1.154 Develop ability and understanding in personal buying, selling, and investment.
1.155 Develop skills in management of natural and human resources and man's environment.
1.156 Be a careful consumer who utilizes resources efficiently while minimizing environmental damage.
1.157 Work to eliminate air, water, noise, and land pollution.
1.158 Work to protect and preserve the ecological balance of nature.
1.159 Develop a sense of responsibility for personal and public property.
1.160 Work to protect natural resources.
1.161 Not waste one's own and others' time.
1.162 Understand the effects of technology and population growth on the environment.
1.163 Use material assets to satisfy basic needs and pursue personal and family goals.
1.164 Understand the value of human resources.

DESIRE FOR LEARNING

1.165 Develop a desire for learning now and in the future.
1.166 Develop intellectual curiosity and eagerness for lifelong learning.
1.167 Develop a positive attitude toward learning.
1.168 Develop a positive attitude toward continuing independent education.
1.169 Recognize learning as a continuous process for self-development.
1.170 Experience satisfaction in gaining new information and skills.
1.171 Assume personal responsibility for independent learning.
1.172 Recognize that personal growth and knowledge can contribute to the learning of others.
1.173 Apply accumulated knowledge, skills, and experience to every day living.
1.174 Seek new learning experiences.
1.175 Desire to achieve at one's level of age and ability.
1.176 Be inquisitive about natural phenomena and puzzling events.
1.177 Develop a program for realizing personal and family goals.
1.178 Learn how to evaluate one's progress.
1.179 Learn how to identify one's needs.

LEISURE TIME

1.180 Learn how to use leisure time.
1.181 Develop ability to use leisure time productively.
1.182 Develop a positive attitude toward participation in a range of leisure time activities—physical, intellectual, and creative.
1.183 Develop appreciation and interests which will lead to wise and enjoyable use of leisure time.
1.184 Recognize that happiness is pursued and realized in many ways.
1.185 Understand the necessity for an appropriate balance between work and leisure.
1.186 Understand the contribution of leisure and relaxation to effective work.
1.187 Learn games and skills which will enable one to join the leisure time activities of others.

AESTHETICS – FINE ARTS

1.188 Appreciate culture and beauty in the world.
1.189 Develop abilities for effective expression of ideas and cultural appreciation (fine arts).
1.190 Cultivate appreciation for beauty in various forms.
1.191 Develop creative self-expression through various media (art, music, writing, etc.).
1.192 Develop special talents in music, art, literature and foreign languages.
1.193 Appreciate the contribution of our cultural and artistic heritage to our way of life.
1.194 Learn to enjoy the work and performances of especially talented artists.
1.195 Learn to appreciate the beauties of nature.
1.196 Learn to appreciate architectural beauty.
1.197 Develop a knowledge of various folk arts and folk music.

SELF–ESTEEM AND SELF–DEVELOPMENT

1.198 Develop pride in work and a feeling of self-worth.
1.199 Develop a feeling of student pride in his achievements and progress.
1.200 Develop self-understanding and self-awareness.
1.201 Develop the student's feeling of positive self-worth, security, and self-assurance.
1.202 Achieve self-realization by maximizing the fulfillment of one's potential.
1.203 Become a whole person by the integration of one's feelings, thoughts, and actions.
1.204 Understand human reactions in a variety of emotional situations such as love, sorrow, stress, depression, joy, sexual relation, anger, anxiety.
1.205 Be willing to try new experiences and take reasonable risks.
1.206 Be aware of changes in self brought about by maturation and education.
1.207 Be in possession of self-control.
1.208 Develop the self-confidence to take the initiative to change one's conditions of existence.
1.209 Understand and appreciate one's experience as a member of the community in which one lives.
1.210 Understand and take pride in one's own cultural and ethnic background.
1.211 Develop the ability to understand oneself in relation to the environment, and the extent of one's control over one's future.

HEALTH AND SAFETY

1.212 Practice and understand the ideas of health and safety.
1.213 Establish an effective individual physical fitness program.
1.214 Develop an understanding of good physical health and well being.
1.215 Establish sound personal health habits and information.
1.216 Develop a concern for public health and safety.
1.217 Value good health and well-being.
1.218 Be able to recognize symptoms of poor physical or mental health.
1.219 Have good nutritional and cleansing habits.
1.220 Exercise regularly and get adequate rest.
1.221 Take reasonable precautions for the safety of oneself.
1.222 Know the physical and social consequences of smoking and alcoholism.
1.223 Know the physical and social consequences of drug abuse.
1.224 Be knowledgeable about the causes and prevention of disease.

2. INSTITUTIONAL GOALS

COMMUNICATION

2.1 Report student progress on a regular basis to parents and students.
2.2 Assure adequate articulation and communication among age and grade levels, schools, districts, and other educational institutions.
2.3 Establish effective communication between parents, teachers, students, and community.

DECISION–MAKING

2.4 Provide each school with sufficient autonomy to establish programs suitable to their school-community.
2.5 Establish advisory councils at each school.
2.6 Involvement of representatives of all segments of the school-community in decision making.
2.7 Provide for administrative decentralization.
2.8 Improve Board-Superintendent relations.
2.9 Utilize a valid information base in making decisions.

EDUCATIONAL PROGRAMS

2.10 Provide programs and services to meet health, counseling, psychological, welfare and attendance, and special educational needs of pupils.
2.11 Provide opportunities for students to participate in community activities, including community service and work experience.
2.12 Provide a variety of extra-curricular activities.
2.13 Provide all students with equal educational opportunities.
2.14 Establish a program of early childhood education.
2.15 Develop educational programs to reduce dropouts.
2.16 Provide a program of bi-lingual education for non-English speaking pupils.
2.17 Develop educational programs to increase attendance.
2.18 Provide programs and services for special education.
2.19 Provide programs and services for general education.
2.20 Provide programs and services for pupil personnel services.
2.21 Provide programs and services for vocational education.
2.22 Provide ethnic studies programs.

PROGRAM EVALUATION

2.23 Provide for accountability through a system of research, program planning and development, evaluation and modification, and reporting to the community.
2.24 Provide feedback for public examination and redirection of the educational programs.
2.25 Should help individual students, teachers, parents, and other school community members learn about themselves and their relationship to others.

UTILIZATION OF RESOURCES

2.26 Utilize local, state, and federal resources to provide personnel, programs, materials, and facilities to assist all students in meeting the educational objectives adopted by themselves, the district, and their own school.
2.27 Provide leadership and resources to develop programs, utilizing the services of community citizens and agencies.
2.28 Improve transportation service for pupils.
2.29 Utilize services of community volunteer organizations.
2.30 Improve food services for pupils.
2.31 Provide resources and opportunities appropriate to meet the special needs of disadvantaged youth.
2.32 Provide free lunches for needy pupils.

PERSONNEL

2.33 Provide for a systematic process of personnel selection and evaluation.
2.34 Provide adequate resources and adopt policies for the improvement and upgrading of all staff.
2.35 Adopt employment policies which include an affirmative action plan for assuring reasonable ethnic balance among district staff.
2.36 Get rid of ineffective teachers.
2.37 Get rid of ineffective administrators.

SCHOOL ORGANIZATION PROCEDURES AND ENVIR.

2.38 Allow and encourage the establishment of alternative learning opportunities.
2.39 Provide open classrooms.
2.40 Provide non-graded instruction.
2.41 Provide integrated education.
2.42 Maintain discipline.
2.43 Provide traditional programs.
2.44 Provide equal educational opportunities.
2.45 Provide pupils options among educational courses, activities, and experiences.
2.46 Prevent violence.
2.47 Establish year-around schools.
2.48 Utilize team teaching.
2.49 Establish a flexible system of class scheduling.
2.50 Establish individualized instruction to meet each student needs.
2.51 Provide an educational environment that allows each student the opportunity to maximize his/her potential.

FACILITIES & GROUNDS

2.52 Provide facilities for general and special educational needs.
2.53 Provide adequate facilities for recreation, physical exercise, and competitive athletics.
2.54 Provide facilities to enhance learning activities, such as libraries, media centers, open space, etc.
2.55 Provide adequate and safe playgrounds and equipment to meet the needs of the school-community.

3 Limitations of Data

Education for the People, Volumes I and II provided general guidelines to assist districts in developing their goals, subgoals and priorities and in seeking broad-based community participation. No emphasis to one particular goal setting process or format over another was made; it was therefore not intended that goals be developed to enable their collection and tabulation to be more easily accomplished. With the freedom to select or design processes to meet unique local needs, the actual format and content of goals varied greatly from one district to the next. For this reason, that individual district goals were not developed according to common criteria and standards with their eventual collection and tabulation in mind, the compiled data are subject to misinterpretation. Caution is therefore advised when attempting to directly interpret the data or to draw conclusions from it.

There are four basic sources which contributed to the limitations of the data. These are: 1) the collection criteria, goals catalog and goals data which were developed prior to the goals collection project and which constrained or otherwise influenced the project's design; 2) the data collection procedures that were followed; 3) the quality of the data in its collected and compiled forms; and 4) the data tabulation methods that were utilized. These four sources are closely interrelated and should therefore not be considered independently. Each is discussed below.

Work Preceding Goals Collection

The Joint Committee, in its desire to collect goals, subgoals and priorities that most accurately reflected the wishes and aspirations of the people, established certain goals collection criteria to determine which school districts would have their data included in the desired compiled report. Data from districts not meeting the criteria were to be reported separately. The selection criteria (see Appendix) were established after the goals were developed and were based upon assumptions concerning the importance of a certain degree of participation by different school-community groups. The compiled report of data from districts meeting the criteria includes all districts that indicated at least a minimum positive response to those criteria. However, since the criteria were subjectively established and the degree of group participation in each district was subjectively determined, it should not be automatically assumed that data from districts meeting the criteria are more valid or more reflective of the wishes and aspirations of the people than data from districts not meeting the criteria.

The goals catalog, which was developed prior to the goals collection project from a collection of goal statements adopted by various California school districts, contains deficiencies which contributed to the introduction of frequency biases and other limitations in the collected data. As an unedited representative collection of only some of the possible goals of education, the catalog contains numerous statements which do not conform to the broad definition of a goal, which have similar meanings, which have overlapping meanings, which have inconsistent meanings, which have gaps between meanings, which have meanings of different breadth and which omit

possible meanings. Goal statements too narrowly defined permit only a few goals or subgoals to be assigned while goal statements too broadly defined include many goals and subgoals. A lack of structure in the catalog also prohibited goal and subgoal assignments to be made in a way that would enable them to be separated in the compiled tables or would permit higher levels of tabulation of the data. Without clearly defined goal categories, frequencies for specified codes could not be summed to present overall totals by category. A category structure must precede data collection and cannot be assumed to exist afterward.

To demonstrate some of the above listed limitations in the goals catalog, the following examples are given. Goal statement 1.74, "be able to spell", is more limited in definition than is implied by the education code definition of a goal. Its intent could also be considered to be conveyed by statement of 1.61, "develop skills in reading, writing, speaking and listening", or it could be considered to be a subgoal of 1.61. Goal statements 1.12, 1.13, 1.14, 1.17, 1.18 and 1.19 all refer to concepts of democratic ideas and ideals, loyalty and patriotism and have similar or overlapping meanings. Goal statements 1.81, "gain a general knowledge", and 1.188, "appreciate culture and beauty in the world", are much broader in meaning than 1.87, "understand elements of art and music", or 1.197, "develop a knowledge of various folk arts and folk music". Inconsistencies in the meanings and classification of goal statements exist in several of the groupings of statements. For example, some of the statements listed under "citizenship" and "ideals of democracy" could be assigned to either or both groups. This is also true of "social relationships" and "intercultural relationships", "basic skills" and "general knowledge", "character and personal values" and "self-esteem", and "preparation for entering the world of work" and "ability to make job selections".

The omission of goal statements from the catalog is evident from the number of undefined goals that were reported and the number of multiple code assignments that were made to ensure that the intent of a goal or subgoal was adequately captured by the coding process. To the extent that goal statements were absent from the catalog, some school district goals were probably force-fitted to other catalog codes.

Different levels of understanding of goal setting concepts and methods and different goal setting process models that were used by the state's school districts resulted in goals, subgoals and priorities of a variety of formats and content. Goal setting processes which began with predefined goals and subgoals were usually confined to a sorting problem, and the outcomes from different school districts usually referenced the same catalog codes. Goal setting processes which assumed no prior understanding often produced goals which referenced a broader variety of catalog codes. These different processes therefore contributed to frequency biases in the compiled data.

Data Collection Procedures

Data collected from all school districts followed standardized procedures. However, assigning codes to goals and subgoals and responding to questionnaires required judgments to be made which varied according to the knowledge and skills of the participants. Also, many persons who participated in the goals collection process were not involved in the original goal setting processes, which introduced the possibility of misinterpretation of available facts.

Because of the size of the goals catalog and the extreme detail that was possible in the coding process, the data collection task required several hours to complete. Several counties reported that the time required often led to a deterioration of effort and the introduction of coding errors. The degree to which such coding errors occurred is not known.

Undefined goal statements, i.e., statements that were not assigned codes from the goals catalog, were treated separately. Although the percentage of undefined statements was small (less than two percent), the number of such statements (775 total for all 831 participating districts) was too large to enable a full discussion of them to be made in this report. Further, since only half of the participating districts submitted goal statements with their completed coding forms, many of the undefined statements were not available. Rather than expanding the existing catalog of 279 statements by several hundred uniquely reported statements, they were discussed separately in the "Goals Collection Project Evaluation Report".

Quality of Data

Socio-geographical classifications of urban, suburban and rural used as a criterion for selecting data for tabulation were obtained from a subjective questionnaire completed by each county schools office. Because of the subjective nature of the data, some districts with similar characteristics may be classified differently and some districts with different characteristics may have the same classification. For example, two district located in similar proximity to a larger district may be classified urban and suburban respectively. Or an urban district of a certain size located near a larger urban district may have a different make-up than an urban district of similar size located in a basically rural setting. Districts comprised of more than one type, such as suburban and rural combined, may also be classified inaccurately due to the restriction to one of the three types. Since goals, subgoals and priorities data are aggregated on the basis of urban, suburban and rural classifications, it has also been tacitly assumed that such an aggregation is valid.

Variations in some of the products and processes which preceded the collection project affected the quality of the compiled data. Some data limitations include: 1) the inability to distinguish between a goal and

a subgoal; 2) the inability to identify goal categories; 3) the inability to directly compare priorities or priority groups; 4) the assignment of multiple codes which dampen out single code assignments; 5) the introduction of frequency biases due to variations in meanings of goals catalog statements; 6) the omission of goal statements from the original goals catalog; and 7) the criteria for selection of data for aggregation.

Because of the lack of normalized criteria, it should not be assumed that the frequency of mention of a particular goals catalog code represents an objective measure of importance by all school districts which referenced that code. Caution is also advised in drawing conclusions regarding the relative degree of importance of one code as compared to other codes. Accordingly, aggregation of frequencies for different codes is not advised as there is no objective evidence for assuming that the intent conveyed in one code conveys a similar intent in another code, regardless of whether the codes come from the same locator group or from different locator groups.

Data Tabulation Methods

The tabulation of goals, subgoals and priorities data was constrained by the limitations already discussed. The only variables that were controlled by the data processing system were the data aggregation and priority tabulation methods.

The priority tabulation method described in Section 2 was the most valid available under the circumstances, but the results are still subject to misinterpretation. Variations in the meanings of goals and subgoals in different districts mean that the same priority number may relate to statements of different scope of meaning. Different districts may also have reported different numbers of priorities. A prioritized goal from one district therefore did not necessarily have the same degree of importance as the same priority number in another district. In the absence of normalized priority criterion, priorities adopted by a school district can only be validly compared as to degree of importance with other priorities from the same district. While general indications of goal directions may possibly be inferred from the priority groups, caution is advised when drawing conclusions concerning the relative degree of importance of prioritized goals.

The levels of aggregation used to compile data were totals for a given district organization type and a given socio-geographical type. The print criteria and aggregation levels were determined prior to the goals collection project and were assumed to be valid. Higher levels of aggregation were not selected due to an awareness of the lack of supporting evidence for assuming that such compilations of data are valid or because of the possible loss of information that would result from such an aggregation. A more detailed presentation of goals, subgoals and priorities data by A.D.A. range and for various combinations of organization and socio-geographical types is included in another report.

4 Presentation of Data

Compiled goals, subgoals and priorities data for select school district groups are presented in the four tables at the end of this section. Those four tables with their group descriptions include: 1) data for all school districts by organization type (page 23); 2) data for all school districts by socio-geographic type (page 31); 3) data for all school districts with an ethnic (American Indian, Black, Asian and Spanish Surname) percentage of 25 percent or more (page 40); and 4) data for all school districts with an Aid to Families with Dependent Children (AFDC) percentage of 15 percent or more (page 45). The most frequently mentioned goal statements were extracted from the tables and summarized in the eight one-page tables that follow.

The 614 school districts submitting data which did not meet the goals collection criteria represent 74 percent of the total number of districts that participated in the goals collection project. Each participating district had an average of 42 goal catalog codes assigned to the reported goals and subgoals. About 31 percent of the goal statements were prioritized. Only 2.2 percent of the goals were undefined. A total of 210 of the 614 districts not meeting the criteria (34 percent) had ethnic percentages of 25 percent or more. A total of 175 districts (29 percent) had AFDC percentages of 15 percent or more.

Data presented in the goals tables are divided into "instructional" (catalog entries 1.1 through 1.224) and "institutional" (catalog entries 2.1 through 2.55). Instructional goals pertain directly to desired learner characteristics while institutional goals pertain to qualities desired for the institution. Only about ten percent of all goal statements reported were institutional; therefore, individual institutional goals were not generally frequently mentioned. (One goal setting model followed by 22 percent of all districts, the NorCal Model, had no institutional goals category.)

The one goal statement that stands out in all tables, regardless of the grouping of data, is statement 1.61, "Develop skills in reading, writing, speaking and listening." In addition to being most frequently mentioned, this statement was assigned the most number of priorities and was also assigned the most number of high (group 1) priorities.

The second most frequently mentioned goal statement was 1.198, "Develop pride in work and a feeling of self-worth." The third most frequently mentioned goal statement was 1.34, "Learn to respect and get along with people with whom we work and live." Statement 1.198 was mentioned more frequently than statement 1.34 and also had more high (group 1) priorities assigned to it, but statement 1.34 had a higher total number of priorities.

Other frequently mentioned goal statements that also had a large number of high priorities assigned include, in a general descending order of frequency: 1.165, "Develop a desire for learning now and in the future";

1.81, "Gain a general education"; 1.76, "Be able to apply the fundamental arithmetic operations with whole numbers, fractions, decimals, and percents, and understand common mathematical symbols"; 1.98, "Develop good character and self-respect"; 1.110, "Learn how to examine and use information"; 1.52, "Develop an appreciation for and an understanding of other people and other cultures"; 1.212, "Practice and understand the ideas of health and safety"; and 1.1, "Learn how to be a good citizen."

The most frequently mentioned institutional goals were: 2.51, "Provide an educational environment that allows each student the opportunity to maximize his/her potential"; 2.3, "Establish effective communication between parents, teachers, students and community"; and 2.10, "Provide programs and services to meet health, counseling, psychological, welfare and attendance, and special educational needs of pupils."

The most frequently mentioned goal statements in school districts with high ethnic or AFDC percentages generally agreed with the goal statements frequently mentioned by all school districts. However, since all of the 279 statements in the goals catalog were referenced at least once, it is suggested that the tables be reviewed to determine if particular goal statements received greater emphasis in districts with high ethnic or AFDC percentages. It is also suggested that comparisons be made between tables for elementary/secondary/unified and urban/suburban/rural school districts to determine where similarities and/or differences exist.

Only a small percentage of the goals and subgoals submitted by participating school districts were reported as undefined. A review of undefined statements submitted has revealed that they were generally either: 1) goals specifically directed toward an individual school district which could not fit any catalog entry and which had no applicability for cataloging purposes; or 2) goals which were minor variations only of existing catalog statements. Several examples of some undefined statements that were submitted are presented below:

To prepare students for education beyond high school.

Develop an understanding of the requirements made of the individual by a viable society.

Each child should develop an appreciation for the importance and dignity of manual and mechanical work.

Each child should develop skills in the art of perserverance.

Know where to secure avocational information.

A knowledge of the basic principles of science.

Gain an understanding of the structure and functions of the institution operating within society.

Students shall be evaluated in relationship to their own capacities, needs and goals.

Provide educational programs in practical arts.

For a more complete discussion of undefined goal statements and the goals catalog, refer to the "Goals Collection Project Evaluation Report."

CALIFORNIA ELEMENTARY SCHOOL DISTRICTS
GOALS, SUBGOALS AND PRIORITIES
400 DISTRICTS NOT MEETING CRITERIA

Presented below is a summary of the most frequently mentioned goals, subgoals and priorities for all elementary school districts in the State that did not meet the goals collection criteria. These data were extracted from the complete goals table presented on page 23. Statements are ranked by goal and subgoal frequencies. Priority frequencies are also included. (PG1-4 = the total number of priorities; PG1 = the number in the highest priority group only.) The top ten statements ranked by the highest priority group are shown in the last column.

Catalog Code	Goal Statement	Goals Freq.	PG1-4 Freq.	PG1 Freq.	PG1 Rank
1. 61	Develop skills in reading, writing, speaking and listening.	323	140	131	#1
1. 34	Learn to respect and get along with people with whom we work and live.	219	117	49	#7
1.198	Develop pride in work and a feeling of self-worth.	195	108	85	#2
1.212	Practice and understand the ideas of health and safety.	193	105	14	
1.214	Develop an understanding of good physical health and well being.	185	45	12	
1.165	Develop a desire for learning now and in the future.	174	96	76	#4
1. 35	Develop appreciation and respect for the worth and dignity of individuals.	173	53	26	
1. 52	Develop an appreciation for and an understanding of other people and other cultures.	171	57	20	
1. 81	Gain a general education.	170	96	82	#3
1. 62	Develop ability to communicate ideas and feelings effectively.	170	47	38	#10
1. 76	Be able to apply the fundamental arithmetic operations with whole numbers, fractions, decimals, and percents, and understand common mathematical symbols.	169	53	44	#8
1. 1	Learn how to be a good citizen.	169	94	33	
1. 82	Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences.	167	52	30	
1.188	Appreciate culture and beauty in the world.	161	85	[illegible]	
1. 98	Develop good character and self-respect.	153	96	65	#5
1.110	Learn how to examine and use information.	152	91	56	#6
1.191	Develop creative self-expression through various media (art, music, writing, etc.).	152	43	5	
1. 63	Develop skills in oral and written English.	151	50	43	#9
1.201	Develop the student's feeling of positive self-worth, security, and self-assurance.	151	52	36	
1. 12	Understand and practice democratic ideas and ideals.	150	90	13	
1. 51	Learn how to respect and get along with people who think, dress and act differently.	147	86	23	

CALIFORNIA SECONDARY SCHOOL DISTRICTS
GOALS, SUBGOALS AND PRIORITIES
70 DISTRICTS NOT MEETING CRITERIA

Presented below is a summary of the most frequently mentioned goals, subgoals and priorities for all secondary school districts in the State that did not meet the goals collection criteria. These data were extracted from the complete goals table presented on page 23. Statements are ranked by goal and subgoal frequencies. Priority frequencies are also included. (PG1-4 = the total number of priorities; PG1 = the number in the highest priority group only.) The top ten statements ranked by the highest priority group are shown in the last column.

Catalog Code	Goal Statement	Goals Freq.	PG1-4 Freq.	PG1 Freq.	PG1 Rank
1. 61	Develop skills in reading, writing, speaking and listening.	49	16	14	#1
1. 34	Learn to respect and get along with people with whom we work and live.	37	14	5	#9
1.214	Develop an understanding of good physical health and well being.	37	9	2	
1. 35	Develop appreciation and respect for the worth and dignity of individuals.	37	7	2	
1.134	Develop skills to enter a specific field of work.	34	15	3	
1.201	Develop the student's feeling of positive self-worth, security, and self-assurance.	33	7	5	#10
1. 52	Develop an appreciation for and an understanding of other people and other cultures.	32	8	4	
1.212	Practice and understand the ideas of health and safety.	30	12	1	
1.165	Develop a desire for learning now and in the future.	29	14	6	#6
1. 81	Gain a general education.	28	11	10	#2
1.200	Develop self-understanding and self-awareness.	28	5	4	
1. 62	Develop ability to communicate ideas and feelings effectively.	26	5	4	
1.188	Appreciate culture and beauty in the world.	26	11	2	
1. 37	Develop a cooperative attitude toward living and working with others.	26	5	2	
1.136	Develop an awareness of opportunities and requirements related to a specific field of work.	26	3	1	
1.152	Learn how to be a good manager of money, property, and resources.	26	12	0	
1.198	Develop pride in work and a feeling of self-worth.	25	14	10	#3
2. 3	Establish effective communication between parents, teachers, students, and community.	23	9	6	#7
1.110	Learn how to examine and use information.	22	10	7	#4
1. 63	Develop skills in oral and written English.	22	10	7	#5
2. 21	Provide programs and services for vocational education.	18	8	6	#8

CALIFORNIA UNIFIED SCHOOL DISTRICTS
GOALS, SUBGOALS AND PRIORITIES
144 DISTRICTS NOT MEETING CRITERIA

Presented below is a summary of the most frequently mentioned goals, subgoals and priorities for all unified school districts in the State that did not meet the goals collection criteria. These data were extracted from the complete goals table presented on page 23. Statements are ranked by goal and subgoal frequencies. Priority frequencies are also included. (PG1-4 = the total number of priorities; PG1 = the number in the highest priority group only.) The top ten statements ranked by the highest priority group are shown in the last column.

Catalog Code	Goal Statement	Goals Freq.	PG1-4 Freq.	PG1 Freq.	PG1 Rank
1. 61	Develop skills in reading, writing, speaking and listening.	115	31	29	#1
1. 34	Learn to respect and get along with people with whom we work and live.	80	27	11	#8
1. 52	Develop an appreciation for and an understanding of other people and other cultures.	78	9	2	
1.214	Develop an understanding of good physical health and well being.	77	10	3	
1. 76	Be able to apply the fundamental arithmetic operations with whole numbers, fractions, decimals, and percents, and understand common mathematical symbols.	72	13	11	#9
1.134	Develop skills to enter a specific field of work.	72	26	9	
1. 5	Develop an understanding of the obligations and responsibilities of citizenship.	72	9	3	
1. 35	Develop appreciation and respect for the worth and dignity of individuals.	69	9	3	
1.198	Develop pride in work and a feeling of self-worth.	67	25	23	#2
1.201	Develop the student's feeling of positive self-worth, security, and self-assurance.	67	16	13	#5
1. 62	Develop ability to communicate ideas and feelings effectively.	67	9	8	
1.188	Appreciate culture and beauty in the world.	66	25	3	
1.191	Develop creative self-expression through various media (art, music, writing, etc.).	66	11	2	
1. 82	Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences.	65	9	6	
1.212	Practice and understand the ideas of health and safety.	64	26	1	
1. 12	Understand and practice democratic ideas and ideals.	61	22	1	
1.152	Learn how to be a good manager of money, property, and resources.	59	24	2	
1. 81	Gain a general education.	56	23	23	#3
1.110	Learn how to examine and use information.	56	22	13	#6
1. 98	Develop good character and self-respect.	54	24	19	#4
1. 63	Develop skills in oral and written English.	48	11	10	#10
2. 3	Establish effective communication between parents, teachers, students, and community.	38	12	12	#7

CALIFORNIA URBAN SCHOOL DISTRICTS
GOALS, SUBGOALS AND PRIORITIES
44 DISTRICTS NOT MEETING CRITERIA

Presented below is a summary of the most frequently mentioned goals, subgoals and priorities for all urban school districts in the State that did not meet the goals collection criteria. These data were extracted from the complete goals table presented on page 31. Statements are ranked by goal and subgoal frequencies. Priority frequencies are also included. (PG1-4 = the total number of priorities; PG1 = the number in the highest priority group only.) The top ten statements ranked by the highest priority group are shown in the last column.

Catalog Code	Goal Statement	Goals Freq.	PG1-4 Freq.	PG1 Freq.	PG1 Rank
1. 61	Develop skills in reading, writing, speaking and listening.	37	8	7	#1
1. 76	Be able to apply the fundamental arithmetic operations with whole numbers, fractions, decimals, and percents, and understand common mathematical symbols.	30	5	5	#3
1.188	Appreciate culture and beauty in the world.	26	6	1	
1. 35	Develop appreciation and respect for the worth and dignity of individuals.	25	4	1	
1. 62	Develop ability to communicate ideas and feelings effectively.	24	4	3	#7
1.165	Develop a desire for learning now and in the future.	24	8	2	
1.213	Establish an effective individual physical fitness program.	24	5	2	
1. 5	Develop an understanding of the obligations and responsibilities of citizenship.	24	1	0	
1. 34	Learn to respect and get along with people with whom we work and live.	23	8	3	#6
1.212	Practice and understand the ideas of health and safety.	23	6	2	
1.214	Develop an understanding of good physical health and well being.	23	4	2	
1. 1	Learn how to be a good citizen.	22	6	2	
1.134	Develop skills to enter a specific field of work.	22	5	1	
1.201	Develop the student's feeling of positive self-worth, security, and self-assurance.	21	4	4	#5
1. 52	Develop an appreciation for and an understanding of other people and other cultures.	21	5	2	
1.191	Develop creative self-expression through various media (art, music, writing, etc.).	20	3	2	
1. 82	Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences.	19	4	3	#8
1.110	Learn how to examine and use information.	19	7	0	
1. 98	Develop good character and self-respect.	18	6	5	#4
1.200	Develop self-understanding and self-awareness.	18	3	3	#9
1.198	Develop pride in work and a feeling of self-worth.	17	9	7	#2
1. 63	Develop skills in oral and written English.	16	3	3	#10

CALIFORNIA SUBURBAN SCHOOL DISTRICTS
GOALS, SUBGOALS AND PRIORITIES
166 DISTRICTS NOT MEETING CRITERIA

Presented below is a summary of the most frequently mentioned goals, subgoals and priorities for all suburban school districts in the State that did not meet the goals collection criteria. These data were extracted from the complete goals table presented on page 31. Statements are ranked by goal and subgoal frequencies. Priority frequencies are also included. (PG1-4 = the total number of priorities; PG1 = the number in the highest priority group only.) The top ten statements ranked by the highest priority group are shown in the last column.

Catalog Code	Goal Statement	Goals Freq.	PG1-4 Freq.	PG1 Freq.	PG1 Rank
1. 61	Develop skills in reading, writing, speaking and listening.	134	41	39	#1
1. 52	Develop an appreciation for and an understanding of other people and other cultures.	101	27	10	
1.214	Develop an understanding of good physical health and well being.	99	22	7	
1.191	Develop creative self-expression through various media (art, music, writing, etc.).	97	23	4	
1.201	Develop the student's feeling of positive self-worth, security, and self-assurance.	96	27	23	#4
1. 34	Learn to respect and get along with people with whom we work and live.	93	40	20	#9
1. 35	Develop appreciation and respect for the worth and dignity of individuals.	93	25	14	
1. 62	Develop ability to communicate ideas and feelings effectively.	91	22	18	
1. 76	Be able to apply the fundamental arithmetic operations with whole numbers, fractions, decimals, and percents, and understand common mathematical symbols.	87	23	21	#8
1. 82	Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences.	87	19	9	
1.188	Appreciate culture and beauty in the world.	79	35	2	
1.198	Develop pride in work and a feeling of self-worth.	78	34	30	#2
1.212	Practice and understand the ideas of health and safety.	78	37	5	
1.114	Develop skills to think and proceed logically.	74	20	13	
1.200	Develop self-understanding and self-awareness.	74	17	12	
1. 5	Develop an understanding of the obligations and responsibilities of citizenship.	73	17	6	
1.110	Learn how to examine and use information.	71	32	19	#10
1.165	Develop a desire for learning now and in the future.	68	31	27	#3
1. 63	Develop skills in oral and written English.	68	27	23	#5
1. 51	Learn how to respect and get along with people who think, dress and act differently.	68	30	7	
1. 98	Develop good character and self-respect.	60	32	23	#6
1. 81	Gain a general education.	58	28	23	#7

CALIFORNIA RURAL SCHOOL DISTRICTS
GOALS, SUBGOALS AND PRIORITIES
404 DISTRICTS NOT MEETING CRITERIA

Presented below is a summary of the most frequently mentioned goals, subgoals and priorities for all rural school districts in the State that did not meet the goals collection criteria. These data were extracted from the complete goals table presented on page 31. Statements are ranked by goal and subgoal frequencies. Priority frequencies are also included. (PG1-4 = the total number of priorities; PG1 = the number in the highest priority group only.) The top ten statements ranked by the highest priority group are shown in the last column.

Catalog Code	Goal Statement	Goals Freq.	PG1-4 Freq.	PG1 Freq.	PGL Rank
1. 61	Develop skills in reading, writing, speaking and listening.	315	137	127	#1
1. 34	Learn to respect and get along with people with whom we work and live.	219	109	41	#7
1.198	Develop pride in work and a feeling of self-worth.	191	103	80	#3
1.212	Practice and understand the ideas of health and safety.	186	100	9	
1. 81	Gain a general education.	178	96	89	#2
1.214	Develop an understanding of good physical health and well being.	177	38	8	
1.165	Develop a desire for learning now and in the future.	165	94	72	#4
1. 1	Learn how to be a good citizen.	162	91	33	#10
1. 35	Develop appreciation and respect for the worth and dignity of individuals.	161	40	16	
1. 52	Develop an appreciation for and an understanding of other people and other cultures.	159	42	14	
1. 12	Understand and practice democratic ideas and ideals.	154	93	12	
1. 98	Develop good character and self-respect.	148	92	64	#5
1. 62	Develop ability to communicate ideas and feelings effectively.	148	35	29	
1.188	Appreciate culture and beauty in the world.	148	80	5	
1. 76	Be able to apply the fundamental arithmetic operations with whole numbers, fractions, decimals, and percents, and understand common mathematical symbols.	147	42	31	
1. 82	Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences.	147	42	28	
1.152	Learn how to be a good manager of money, property, and resources.	145	75	4	
1.110	Learn how to examine and use information.	139	83	57	#6
1. 51	Learn how to respect and get along with people who think, dress and act differently.	138	86	22	
1. 63	Develop skills in oral and written English.	137	41	34	#9
1.201	Develop the student's feeling of positive self-worth, security, and self-assurance.	133	43	27	
2. 3	Establish effective communication between parents, teachers, students, and community.	98	52	37	#8

CALIFORNIA SCHOOL DISTRICTS
TOTAL ETHNIC ENROLLMENT ABOVE 25%
GOALS, SUBGOALS AND PRIORITIES
210 DISTRICTS NOT MEETING CRITERIA

Presented below is a summary of the most frequently mentioned goals, subgoals and priorities for all school districts in the State with an ethnic enrollment above 25 percent that did not meet the goals collection criteria. These data were extracted from the complete goals table presented on page 40. Statements are ranked by goal and subgoal frequencies. Priority frequencies are also included. (PG1-4 = the total number of priorities; PG1 = the number in the highest priority group only.) The top ten statements ranked by the highest priority group are shown in the last column.

Catalog Code	Goal Statement	Goals Freq.	PG1-4 Freq.	PG1 Freq.	PG1 Rank
1. 61	Develop skills in reading, writing, speaking and listening.	169	66	59	#1
1. 34	Learn to respect and get along with people with whom we work and live.	108	50	22	#7
1. 76	Be able to apply the fundamental arithmetic operations with whole numbers, fractions, decimals, and percents, and understand common mathematical symbols.	96	27	21	#8
1.214	Develop an understanding of good physical health and well being.	95	21	6	
1. 52	Develop an appreciation for and an understanding of other people and other cultures.	94	27	13	
1. 35	Develop appreciation and respect for the worth and dignity of individuals.	91	23	12	
1.212	Practice and understand the ideas of health and safety.	87	44	8	
1.198	Develop pride in work and a feeling of self-worth.	85	46	35	#3
1.201	Develop the student's feeling of positive self-worth, security, and self-assurance.	83	23	16	
1. 62	Develop ability to communicate ideas and feelings effectively.	79	16	11	
1.188	Appreciate culture and beauty in the world.	78	35	4	
1. 81	Gain a general education.	76	39	37	#2
1.165	Develop a desire for learning now and in the future.	76	44	31	#4
1. 1	Learn how to be a good citizen.	76	39	16	
1. 12	Understand and practice democratic ideas and ideals.	75	37	4	
1. 82	Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences.	74	19	12	
1.134	Develop skills to enter a specific field of work.	73	36	8	
2. 51	Provide an educational environment that allows each student the opportunity to maximize his/her potential.	72	29	16	
2. 3	Establish effective communication between parents, teachers, students, and community.	70	30	25	#6
1. 63	Develop skills in oral and written English.	69	23	18	#10
1. 98	Develop good character and self-respect.	65	41	31	#5
1.110	Learn how to examine and use information.	62	37	20	#9

CALIFORNIA SCHOOL DISTRICTS
AFDC ABOVE 15 PERCENT
GOALS, SUBGOALS AND PRIORITIES
175 DISTRICTS NOT MEETING CRITERIA

Presented below is a summary of the most frequently mentioned goals, subgoals and priorities for all school districts in the State with an AFDC above 15 percent that did not meet the goals collection criteria. These data were extracted from the complete goals table presented on page 45. Statements are ranked by goal and subgoal frequencies. Priority frequencies are also included. (PG1-4 = the total number of priorities; PG1 = the number in the highest priority group only.) The top ten statements ranked by the highest priority group are shown in the last column.

Catalog Code	Goal Statement	Goals Freq.	PG1-4 Freq.	PG1 Freq.	PG1 Rank
1. 61	Develop skills in reading, writing, speaking and listening.	136	62	59	#1
1. 34	Learn to respect and get along with people with whom we work and live.	90	50	22	#6
1.198	Develop pride in work and a feeling of self-worth.	83	47	37	#2
1.212	Practice and understand the ideas of health and safety.	82	40	5	
1. 76	Be able to apply the fundamental arithmetic operations with whole numbers, fractions, decimals, and percents, and understand common mathematical symbols.	76	23	19	#8
1.214	Develop an understanding of good physical health and well being.	76	21	5	
1. 52	Develop an appreciation for and an understanding of other people and other cultures.	74	26	11	
1.201	Develop the student's feeling of positive self-worth, security, and self-assurance.	72	26	17	
1.165	Develop a desire for learning now and in the future.	69	42	30	#4
1. 1	Learn how to be a good citizen.	67	36	12	
1.188	Appreciate culture and beauty in the world.	66	34	3	
1. 35	Develop appreciation and respect for the worth and dignity of individuals.	65	20	9	
1. 81	Gain a general education.	62	36	32	#3
1. 82	Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences.	62	20	12	
1. 62	Develop ability to communicate ideas and feelings effectively.	60	15	12	
1.191	Develop creative self-expression through various media (art, music, writing, etc.).	60	14	1	
2. 3	Establish effective communication between parents, teachers, students, and community.	59	27	22	#7
1.134	Develop skills to enter a specific field of work.	59	30	6	
1. 5	Develop an understanding of the obligations and responsibilities of citizenship.	59	15	6	
1. 98	Develop good character and self-respect.	57	37	26	#5
1. 63	Develop skills in oral and written English.	57	21	18	#10
1.110	Learn how to examine and use information.	55	35	19	#9

CITIZENSHIP

1.1 Learn how to be a good citizen.
1.2 Develop an awareness of civic rights and responsibilities.
1.3 Develop attitudes for productive citizenship in a democracy.
1.4 Develop an attitude of respect for personal and public property.
1.5 Develop an understanding of the obligations and responsibilities of citizenship.
1.6 Acquire the skills, knowledge and values necessary for responsible citizenship.
1.7 Know the main structures and functions of our government and political processes.
1.8 Understand that productive citizenship involves effort to assure good government.
1.9 Comprehend the nature and purpose of governments.
1.10 Live within the law.
1.11 Strive to eliminate prejudice in our society whether based on sex, religious belief, race, nationality, ethnic identification, or age.

IDEALS OF DEMOCRACY

1.12 Understand and practice democratic ideas and ideals.
1.13 Develop loyalty to American democratic ideals.
1.14 Develop patriotism and loyalty to ideals of democracy.
1.15 Develop knowledge and appreciation of the rights and privileges in our democracy.
1.16 Develop an understanding of our American heritage.
1.17 Understand and appreciate the ideals and principles underlying the American democracy.
1.18 Develop patriotism and loyalty to America.
1.19 Understand the democratic political system.
1.20 Be able to compare the democratic political system with other political systems.
1.21 Acquire the skills necessary to adapt and adjust to living in a democratic society.

FAMILY LIVING

1.22 Understand and practice the skills of family living.
1.23 Develop understanding and appreciation of the principles of living in the family group.
1.24 Develop attitudes leading to acceptance of responsibilities as family members.
1.25 Develop an awareness of future family responsibilities and achievement of skills in preparing to accept them.
1.26 Understand the roles and responsibilities of different family members.
1.27 Learn about factors that strengthen and weaken family ties.
1.28 Understand sexual expression in marriage.
1.29 Understand the aims and means of family planning.
1.30 Understand the physical, emotional, and social ramifications of extra-marital sex.
1.31 Know about human reproduction, prenatal development, and birth.
1.32 Know about the stages of human growth and development from infancy to death.
1.33 Understand and be prepared to accept future parental responsibility for children's care, education, and upbringing.

SOCIAL REL

1.34 Learn to respect and get along with people with whom we work and live.
1.35 Develop appreciation and respect for the worth and dignity of individuals.

CALIFORNIA SCHOOL DISTRICTS
GOALS, SUBGOALS AND PRIORITIES
614 DISTRICTS NOT MEETING CRITERIA
FALL 1974

GOALS CATALOG CODE/LOCATOR	ELEMENTARY DISTRICTS 400 DISTRICTS(65 PCT) GOALS	PG1	PG2	PG3	PG4	SECONDARY DISTRICTS 70 DISTRICTS(11 PCT) GOALS	PG1	PG2	PG3	PG4	UNIFIED DISTRICTS 144 DISTRICTS(23 PCT) GOALS	PG1	PG2	PG3	PG4
INSTRUCTIONAL															
1. 1 CITIZEN	169	33	45	13	3	20	2	8	0	1	56	5	14	1	0
1. 2	120	19	10	5	1	18	5	0	1	0	54	2	3	2	0
1. 3	95	13	11	6	2	15	3	1	1	0	43	2	3	1	0
1. 4	110	19	14	7	0	14	5	0	0	0	37	3	3	1	1
1. 5	126	15	11	6	3	18	2	1	1	0	72	3	3	1	2
1. 6	67	7	9	2	4	25	2	1	0	0	53	3	4	1	1
1. 7	33	2	6	0	1	12	0	1	0	0	19	0	1	0	1
1. 8	22	3	5	1	1	6	0	0	0	0	25	0	0	1	2
1. 9	21	1	5	1	2	3	0	0	0	0	15	0	0	0	1
1. 10	33	6	5	1	0	8	1	0	1	0	21	2	1	0	1
1. 11	31	4	6	4	0	8	1	0	0	0	22	1	2	0	2
1. 12 DEMOC ID	150	13	39	27	11	17	0	5	3	1	61	1	12	6	3
1. 13	63	6	10	3	0	7	1	1	0	0	25	0	1	0	2
1. 14	72	7	10	5	1	9	1	1	0	0	24	1	2	0	2
1. 15	106	8	12	7	2	20	2	1	0	0	57	1	2	0	3
1. 16	123	7	15	15	1	23	1	3	1	0	56	1	3	0	5
1. 17	45	4	5	3	1	11	0	0	1	0	32	0	1	0	1
1. 18	22	3	3	4	2	4	0	1	0	0	15	0	1	0	1
1. 19	31	4	3	2	1	9	0	0	2	0	22	0	2	0	1
1. 20	26	2	3	0	1	5	0	0	0	0	22	0	1	0	1
1. 21	64	8	9	3	1	16	1	0	0	0	38	1	2	0	2
1. 22 FAM LIV	109	5	9	38	22	25	1	3	3	4	49	2	3	10	6
1. 23	81	4	2	13	1	24	2	1	2	1	41	1	2	2	2
1. 24	67	4	5	12	2	14	1	1	1	0	27	0	0	2	2
1. 25	54	3	5	8	2	12	1	1	1	0	26	0	0	2	2
1. 26	22	2	0	8	1	6	0	0	0	0	24	0	0	2	0
1. 27	10	1	0	3	2	3	0	0	0	0	8	0	0	1	0
1. 28	8	0	0	1	0	2	0	0	0	0	7	0	0	1	1
1. 29	6	0	1	1	1	2	0	0	0	0	6	0	0	1	1
1. 30	6	1	0	1	0	4	0	1	0	0	6	0	0	1	1
1. 31	21	1	2	4	2	5	0	1	1	0	16	0	0	2	1
1. 32	25	2	3	8	2	5	0	0	0	0	17	0	0	2	0
1. 33	11	0	1	3	1	7	0	0	0	0	12	0	0	1	1
1. 34 SOC REL	219	49	50	15	3	37	5	7	2	0	80	11	15	1	0
1. 35	173	26	15	9	3	37	2	4	1	0	69	3	5	1	0

SOCIAL RELATIONSHIPS

1.36 Develop respect for individual worth and understanding of minority opinions and acceptance of majority decisions.
1.37 Develop a cooperative attitude toward living and working with others.
1.38 Acquire habits and attitudes which have proven value to social relations.
1.39 Understand the interdependence of people.
1.40 Contribute to the improvement of the world.
1.41 Be able to adjust to the changing demands of society.
1.42 Be able to establish and enjoy close personal relationships.
1.43 Recognize feelings and expressions of emotion as a component of human relationships.
1.44 Take responsibility for oneself and not be overly dependent on others.
1.45 Acquire skill in group discussion and meetings.
1.46 Share one's own ideas, opinions, and feelings with others.
1.47 Give due credit to people who have helped one achieve something.
1.48 Be prepared for roles of leader and follower, and be able to accept frustration and defeat as well as success and winning.
1.49 Learn to enjoy the achievements of one's friends and associates.
1.50 Enjoy collaboration with others in joint enterprises.

INTER-CULTURAL RELATIONSHIPS

1.51 Learn how to respect and get along with people who think, dress and act differently.
1.52 Develop an appreciation for and an understanding of other people and other cultures.
1.53 Develop an understanding of political, economic, and social patterns of the rest of the world.
1.54 Develop awareness of the interdependence of races, creeds, nations and cultures.
1.55 Develop an awareness of the processes of group relationships.
1.56 Support the existence of a variety of lifestyles in America.
1.57 Seek relationships with people from other economic, ethnic, and social groups.
1.58 Seek to learn about other cultures by experiencing them.
1.59 Understand how groups with different cultures or values can interrelate effectively.
1.60 Understand how groups with cultures and values quite different from one's own contribute to one's total cultural heritage.

BASIC SKILLS

1.61 Develop skills in reading, writing, speaking and listening.
1.62 Develop ability to communicate ideas and feelings effectively.
1.63 Develop skills in oral and written English.
1.64 Have reading comprehension skills, which include retaining information, seeing implications, making inferences, and arriving at generalizations and conclusions.
1.65 Have oral reading and word attack skills, including phonetics.
1.66 Read for information and pleasure.
1.67 Learn study skills.
1.68 Have proficiency in written expression.
1.69 Speak fluent and clear English.
1.70 Have good listening skills.
1.71 Utilize non-verbal means of communication.

CALIFORNIA SCHOOL DISTRICTS
GOALS, SUBGOALS AND PRIORITIES
614 DISTRICTS NOT MEETING CRITERIA
FALL 1974

GOALS CATALOG CODE/LOCATOR	ELEMENTARY DISTRICTS 400 DISTRICTS(65 PCT) GOALS	PG1	PG2	PG3	PG4	SECONDARY DISTRICTS 70 DISTRICTS(11 PCT) GOALS	PG1	PG2	PG3	PG4	UNIFIED DISTRICTS 144 DISTRICTS(23 PCT) GOALS	PG1	PG2	PG3	PG4
1. 36	102	16	10	4	2	16	2	3	1	0	34	0	2	0	0
1. 37	138	17	15	12	1	26	2	3	0	0	52	1	3	2	0
1. 38	49	6	2	1	1	11	0	0	1	0	20	0	2	0	0
1. 39	44	8	4	3	2	10	0	0	0	0	27	1	1	0	0
1. 40	23	3	2	1	2	3	0	0	0	0	17	0	0	0	0
1. 41	[illegible]	9	5	2	3	7	0	0	0	0	17	0	1	0	0
1. 42	[illegible]	6	1	2	1	5	0	0	0	0	17	0	0	0	0
1. 43	29	3	3	3	1	5	1	0	0	0	18	1	1	2	1
1. 44	41	8	1	2	2	9	0	0	0	0	20	2	0	0	0
1. 45	22	6	1	3	1	4	0	0	0	1	9	0	0	1	0
1. 46	31	9	3	2	2	5	0	0	0	1	14	0	1	1	1
1. 47	10	3	1	2	0	2	0	0	0	0	8	0	0	1	0
1. 48	55	7	7	5	3	4	0	0	0	1	20	0	0	1	0
1. 49	14	4	3	1	0	4	0	0	0	0	11	0	1	1	0
1. 50	18	6	2	2	1	3	0	0	0	0	12	0	0	2	0
1. 51 INT-CULT	147	23	38	23	2	19	1	3	6	1	52	6	12	3	2
1. 52	171	20	14	16	7	32	4	3	1	0	78	2	4	3	0
1. 53	78	8	13	2	1	17	1	4	1	0	33	0	2	1	1
1. 54	87	8	12	2	3	14	1	1	1	0	43	0	3	3	0
1. 55	54	8	7	2	1	11	1	1	2	0	27	1	2	1	0
1. 56	22	4	5	3	1	6	0	0	0	0	11	0	1	0	0
1. 57	22	4	4	0	4	1	0	0	0	0	16	0	2	0	0
1. 58	18	2	4	1	1	2	0	0	0	0	15	0	1	0	0
1. 59	33	3	6	3	1	7	0	1	0	0	22	1	1	1	0
1. 60	76	6	7	3	4	10	0	0	0	0	38	1	1	2	1
1. 61 BASIC SK	323	131	7	2	0	49	14	2	0	0	115	29	2	0	0
1. 62	170	38	4	4	1	26	4	1	0	0	67	8	1	0	0
1. 63	151	43	4	2	1	22	7	1	1	1	48	10	0	1	0
1. 64	92	30	1	3	2	12	0	1	1	0	42	8	1	0	0
1. 65	60	21	1	2	1	3	2	0	0	0	21	4	0	0	0
1. 66	52	16	2	2	1	4	0	0	0	0	20	5	1	0	0
1. 67	56	15	3	4	2	4	0	1	0	0	22	4	1	0	0
1. 68	54	16	3	0	1	4	0	0	0	0	22	5	0	0	0
1. 69	42	13	0	1	1	8	1	0	0	1	20	3	0	0	0
1. 70	58	18	0	2	1	11	1	0	1	0	27	4	1	0	0
1. 71	22	8	2	1	1	5	0	0	0	0	12	2	0	0	0

BASIC SKILLS

1.72 Have motor, sensory, and memory skills appropriate to one's age and growth level.
1.73 Have legible penmanship.
1.74 Be able to spell.
1.75 Recognize types and effects of mass communication.
1.76 Be able to apply the fundamental arithmetic operations with whole numbers, fractions, decimals, and percents, and understand common mathematical symbols.
1.77 Be able to apply mathematics to the solution of problems encountered in daily living.
1.78 Develop skills in the use of other languages.
1.79 Learn about computer languages.
1.80 Develop writing as a means of self-expression.

GEN. KNOW.

1.81 Gain a general education.
1.82 Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences.
1.83 Develop a fund of information and concepts.
1.84 Develop special interests and abilities.
1.85 Have knowledge of mathematical concepts, definitions, symbols, and operations.
1.86 Understand the contribution of mathematics and science to technological and economic progress.
1.87 Understand elements of art and music.
1.88 Develop rational skills for scientific problem-solving, including divergent and convergent thinking, induction and deduction, hypothesizing, testing and observing, analysis, synthesis, and valuing.
1.89 Be able to speak convincingly and effectively.

GENERAL KNOWLEDGE

1.90 Recognize and read various styles and forms of good literature.
1.91 Understand the contributions of sub-cultures to American society.
1.92 Understand governmental and political systems.
1.93 Understand the political, economic, and social problems throughout the world.
1.94 Understand the major records of history, anthropology, and past cultures.
1.95 Be knowledgeable about government and social services and how they are supported by taxation.
1.96 Understand the role of business and industry in the United States.
1.97 Be knowledgeable about the role of the United States in world affairs, including foreign military and economic commitments, international trade and relations, and participation in the United Nations.

CHARACTER AND PERSONAL VALUES

1.98 Develop good character and self-respect.
1.99 Develop moral responsibility and a sound ethical and moral behavior.
1.100 Develop the student's capacity to discipline himself to work, study, and play constructively.
1.101 Develop a moral and ethical sense of values, goals, and processes of free society.
1.102 Develop standards of personal character and ideals.
1.103 Possess ethical, moral, social, and spiritual values and use them to make decisions and establish personal goals.
1.104 Be knowledgeable about the major religions, philosophies, and moral and ethical teachings.
1.105 Develop personal discipline.
1.106 Understand the relation of one's personal ethical values to the processes of a free society.
1.107 Behave in accordance with one's standards.

CALIFORNIA SCHOOL DISTRICTS
GOALS, SUBGOALS AND PRIORITIES
614 DISTRICTS NOT MEETING CRITERIA
FALL 1974

GOALS CATALOG CODE/LOCATOR	ELEMENTARY DISTRICTS 480 DISTRICTS(65 PCT) GOALS	PG1	PG2	PG3	PG4	SECONDARY DISTRICTS 70 DISTRICTS(11 PCT) GOALS	PG1	PG2	PG3	PG4	UNIFIED DISTRICTS 144 DISTRICTS(23 PCT) GOALS	PG1	PG2	PG3	PG4
1. 72	35	12	1	0	2	2	0	0	1	0	12	1	0	0	0
1. 73	47	11	5	0	3	2	0	0	0	0	15	2	0	0	0
1. 74	57	19	3	0	1	4	0	0	0	0	20	4	0	0	0
1. 75	11	8	0	0	0	1	0	0	0	0	10	1	0	0	0
1. 76	169	44	5	4	0	23	2	1	1	0	72	11	2	0	0
1. 77	88	21	2	3	1	11	1	0	1	0	43	6	0	1	0
1. 78	54	10	5	2	3	10	2	0	0	1	24	3	0	0	3
1. 79	8	3	0	0	1	1	0	0	0	0	6	0	0	0	1
1. 80	37	10	2	1	2	6	0	0	0	0	14	2	0	0	0
1. 81 GEN KNOW	170	82	5	5	4	28	10	1	0	0	56	23	0	0	0
1. 82	167	30	10	7	5	21	4	0	0	0	65	6	1	2	0
1. 83	77	14	3	0	2	15	3	0	0	0	27	4	1	0	0
1. 84	82	16	3	2	2	14	3	1	0	0	21	2	1	1	0
1. 85	71	16	3	2	1	10	2	0	0	0	35	6	0	1	0
1. 86	42	5	2	2	1	5	0	1	0	0	24	1	1	0	0
1. 87	39	4	2	2	5	4	1	0	0	0	18	1	0	0	2
1. 88	87	14	6	4	0	14	0	0	1	0	47	6	0	0	0
1. 89	33	6	0	1	2	5	0	0	0	1	15	2	0	1	0
1. 90	26	7	1	1	2	2	0	0	0	0	13	2	0	0	1
1. 91	35	8	2	1	1	4	0	0	0	0	17	0	0	1	1
1. 92	40	7	5	3	3	12	2	0	1	1	23	1	0	1	1
1. 93	49	4	5	4	3	8	0	0	0	1	27	0	0	1	2
1. 94	49	4	4	3	1	6	0	0	0	0	31	2	0	0	3
1. 95	14	3	3	0	3	2	0	0	0	0	10	0	1	0	2
1. 96	27	2	2	2	2	6	0	0	0	0	18	0	1	0	2
1. 97	31	2	4	1	1	7	0	0	0	0	22	0	0	1	2
1. 98 CHAR/VAL	153	65	23	5	3	19	8	2	0	0	54	19	5	0	0
1. 99	112	16	6	9	3	25	4	2	1	0	52	4	2	2	0
1.100	126	25	10	8	3	18	3	1	1	0	42	4	2	0	0
1.101	98	20	4	4	2	18	3	1	0	0	45	4	2	1	0
1.102	82	12	3	3	2	16	3	1	0	1	24	4	1	0	0
1.103	59	9	3	4	0	22	1	1	1	1	41	2	0	2	0
1.104	15	1	4	2	1	4	0	1	0	0	9	0	0	0	0
1.105	57	7	6	7	0	11	1	0	0	0	32	4	2	1	0
1.106	29	3	3	1	2	5	0	0	0	0	31	1	1	0	0
1.107	22	2	2	2	2	2	0	0	0	0	15	1	0	0	0

CHARACTER AND PERSONAL VALUES

1.108 Appreciate society's moral and ethical values.
1.109 Learn to accept responsibility for one's own behavior.

DECISION-MAKING AND PROBLEM SOLVING

1.110 Learn how to examine and use information.
1.111 Develop ability to examine constructively and creatively.
1.112 Develop ability to use scientific methods.
1.113 Develop reasoning abilities.
1.114 Develop skills to think and proceed logically.
1.115 Be knowledgeable about and use the principles of making decisions and solving problems.
1.116 Understand the role of value judgments in decision-making.
1.117 Understand the role of uncertainty in decision-making.
1.118 Be able to distinguish fact from opinion.
1.119 Be able to invent new approaches to difficult problems.
1.120 Learn to concentrate.
1.121 Know how to use common sources of information.
1.122 Know how to test decisions by the criteria of common sense and reasonable expectation.
1.123 Apply accumulated knowledge, skills, and experience to present day living and planning for the future.

PREPARATION FOR CHANGES

1.124 Learn about and try to understand the changes that take place in the world.
1.125 Develop ability to adjust to the changing demands of society.
1.126 Develop an awareness and the ability to adjust to a changing world and its problems.
1.127 Develop understanding of the past, identify with the present, and the ability to meet the future.
1.128 Understand that the world is continually changing and be able to adapt to such changes.
1.129 Be able to solve personal problems occasioned by change.
1.130 Understand how world problems require social change and personal adjustment for their solution.
1.131 Be open to change and ready to adjust to change.
1.132 Understand the principles of conflict resolution, weighing of evidence, negotiation, and reasonable compromise.
1.133 Be aware of the influence of others as one establishes values and makes decisions.

PREP. FOR ENTERING THE WORLD OF WORK

1.134 Develop skills to enter a specific field of work.
1.135 Develop abilities and skills needed for immediate employment.
1.136 Develop an awareness of opportunities and requirements related to a specific field of work.
1.137 Develop an appreciation of good workmanship.
1.138 Understand the value of work to society, to one's personal development, and to preparation for a career.
1.139 Have general knowledge and specific information about vocations of interest to oneself.
1.140 Know how to get and hold a job.

ABILITY TO MAKE JOB SELECTIONS

1.141 Gain information needed to make job selections.
1.142 Promote self-understanding and self-direction in relation to student's occupational interests.
1.143 Develop the ability to use information and counseling services related to the selection of a job.

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1.108	27	4	3	1	2	3	0	0	0	0	18	0	1	0	0
1.109	81	13	6	4	3	13	3	0	0	0	34	2	1	1	1
1.110 PROB-SOL	152	56	31	3	1	22	7	3	0	0	56	13	9	0	0
1.111	110	19	8	5	1	24	4	2	1	0	58	5	4	1	0
1.112	82	11	10	2	1	12	3	0	0	0	37	3	2	1	0
1.113	106	19	9	3	1	25	4	0	1	0	39	3	2	0	0
1.114	119	20	10	3	1	24	3	1	1	0	56	4	3	2	0
1.115	95	11	6	2	3	22	1	2	0	0	57	4	2	0	0
1.116	25	6	2	1	2	7	0	1	0	0	21	0	2	0	0
1.117	13	2	1	1	2	2	0	0	0	0	13	0	2	0	0
1.118	20	4	1	0	1	3	0	0	0	0	21	0	1	1	0
1.119	29	3	4	1	1	5	0	0	0	0	20	0	1	1	0
1.120	10	4	1	0	1	2	0	0	0	0	8	0	1	1	0
1.121	30	4	5	0	1	7	0	0	0	0	21	2	1	0	0
1.122	28	7	3	0	1	6	0	1	0	0	22	0	3	1	0
1.123	56	8	4	2	2	10	1	0	0	0	35	1	2	2	0
1.124 CHANGE	116	10	24	34	6	18	0	2	7	0	43	0	11	7	2
1.125	86	6	8	8	5	20	2	1	1	0	44	1	2	2	0
1.126	77	5	6	5	7	15	1	0	1	0	44	2	3	2	0
1.127	63	5	5	2	5	11	1	1	1	0	29	0	2	0	0
1.128	28	3	0	3	5	7	0	0	0	0	25	1	0	0	0
1.129	25	3	2	3	2	5	2	0	1	0	17	1	2	1	0
1.130	11	0	1	3	2	3	0	0	0	0	15	0	1	0	0
1.131	23	1	1	4	2	6	1	0	0	0	16	1	0	2	0
1.132	16	1	1	5	1	2	0	0	0	0	19	0	0	0	0
1.133	6	0	2	1	1	1	0	0	0	0	7	0	1	0	0
1.134 PREP WRK	96	3	13	14	27	34	3	8	2	2	72	9	12	2	3
1.135	33	2	2	2	5	19	2	2	2	1	53	4	3	1	0
1.136	69	4	3	6	8	26	1	1	1	0	52	3	5	1	0
1.137	53	3	0	4	8	10	1	0	1	1	34	0	2	2	1
1.138	49	4	6	4	6	20	0	1	0	1	33	0	4	0	0
1.139	39	2	2	5	4	24	4	1	0	0	41	4	5	0	0
1.140	18	1	2	0	4	14	0	2	0	0	26	1	2	0	0
1.141 JOB SEL	94	4	5	17	34	20	2	3	5	1	52	2	9	6	4
1.142	53	4	2	5	6	13	1	0	2	1	36	0	3	1	0
1.143	45	3	0	3	8	17	1	0	2	1	38	0	3	1	1

ABILITY TO MAKE JOB SELECTIONS

1.144 Develop a knowledge or specific information about a particular vocation.
1.145 Appreciate the importance of work to self-fulfillment and happiness.
1.146 Have the abilities, attitudes, and skills necessary for realizing a productive and useful career.
1.147 Know enough about oneself to make an appropriate career choice.
1.148 Understand career ladders and how one can continually upgrade skills and abilities to obtain more satisfying work.
1.149 Appreciate the satisfactions of superior performance.
1.150 Be able to relate changes in society to changing career opportunities.
1.151 Integrate work and family responsibilities in a satisfactory fashion.

MANAGEMENT OF RESOURCES

1.152 Learn how to be a good manager of money , property, and resources.
1.153 Develop an understanding of economic principles and responsibilities.
1.154 Develop ability and understanding in personal buying, selling, and investment.
1.155 Develop skills in management of natural and human resources and man's environment.
1.156 Be a careful consumer who utilizes resources efficiently while minimizing environmental damage.
1.157 Work to eliminate air, water, noise, and land pollution.
1.158 Work to protect and preserve the ecological balance of nature.
1.159 Develop a sense of responsibility for personal and public property.
1.160 Work to protect natural resources.
1.161 Not waste one's own and others' time.
1.162 Understand the effects of technology and population growth on the environment.
1.163 Use material assets to satisfy basic needs and pursue personal and family goals.
1.164 Understand the value of human resources.

DESIRE FOR LEARNING

1.165 Develop a desire for learning now and in the future.
1.166 Develop intellectual curiosity and eagerness for lifelong learning.
1.167 Develop a positive attitude toward learning.
1.168 Develop a positive attitude toward continuing independent education.
1.169 Recognize learning as a continuous process for self-development.
1.170 Experience satisfaction in gaining new information and skills.
1.171 Assume personal responsibility for independent learning.
1.172 Recognize that personal growth and knowledge can contribute to the learning of others.
1.173 Apply accumulated knowledge, skills, and experience to every day living.
1.174 Seek new learning experiences.
1.175 Desire to achieve at one's level of age and ability.
1.176 Be inquisitive about natural phenomena and puzzling events.
1.177 Develop a program for realizing personal and family goals.
1.178 Learn how to evaluate one's progress.
1.179 Learn how to identify one's needs.

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	GOALS	PG1	PG2	PG3	PG4	GOALS	PG1	PG2	PG3	PG4	GOALS	PG1	PG2	PG3	PG4
1.144	35	5	1	2	5	5	1	1	0	0	27	1	2	0	0
1.145	22	4	0	1	4	6	0	0	0	1	21	0	2	0	0
1.146	32	3	2	3	6	16	0	0	1	0	38	1	2	0	0
1.147	17	2	0	1	4	7	0	0	0	0	30	0	4	0	0
1.148	12	1	0	0	4	4	0	0	0	0	17	1	1	0	0
1.149	17	2	0	1	2	2	0	0	0	0	17	0	1	0	0
1.150	12	1	1	0	4	7	0	0	0	0	20	0	2	0	0
1.151	7	2	0	0	2	2	0	0	0	0	5	0	1	0	0
1.152 MGT RES	127	4	12	24	29	26	0	6	5	1	59	2	5	13	4
1.153	75	4	3	6	6	19	1	1	2	0	55	1	3	1	3
1.154	55	2	2	4	7	15	0	2	2	0	46	1	3	2	1
1.155	82	0	4	8	10	21	1	0	1	0	47	1	1	4	2
1.156	25	1	1	3	4	9	0	0	0	0	31	1	0	1	1
1.157	8	1	2	1	3	1	0	0	0	0	13	1	0	0	0
1.158	32	2	2	6	2	14	0	1	0	0	29	1	0	1	2
1.159	25	2	3	5	3	7	1	2	0	0	12	1	0	1	0
1.160	36	2	2	2	3	7	0	0	0	0	20	2	0	0	0
1.161	24	1	1	3	4	2	0	0	0	0	11	1	0	1	0
1.162	25	0	1	1	2	9	0	0	0	0	16	1	0	0	0
1.163	4	0	0	0	2	2	0	0	0	0	10	1	0	1	0
1.164	26	3	2	1	5	7	1	1	0	0	20	2	0	0	0
1.165 DES LEAR	174	76	15	3	2	29	6	6	2	0	55	20	2	1	1
1.166	113	23	8	1	4	24	3	1	0	0	47	5	2	1	0
1.167	130	26	7	3	5	15	2	1	1	0	38	5	2	0	0
1.168	84	13	8	1	5	14	2	1	0	0	30	5	0	0	0
1.169	52	11	1	1	5	11	1	0	0	0	25	2	0	0	0
1.170	25	5	3	1	1	6	0	0	0	0	16	2	1	0	0
1.171	48	10	2	1	1	13	2	0	1	0	20	1	0	0	0
1.172	11	5	0	0	1	3	0	0	0	0	9	1	0	0	0
1.173	25	5	0	0	2	5	0	0	0	0	16	1	0	0	0
1.174	23	5	1	0	1	6	0	0	0	0	13	1	0	0	0
1.175	25	6	1	0	1	4	0	0	0	0	19	4	0	0	0
1.176	18	6	1	1	1	3	0	0	0	0	10	1	0	0	0
1.177	11	3	0	0	1	2	0	0	0	0	9	1	0	0	1
1.178	24	5	2	1	1	4	0	0	0	0	15	3	0	0	0
1.179	14	3	1	0	1	3	0	0	0	0	8	1	0	0	1

LEISURE TIME

1.180 Learn how to use leisure time.
1.181 Develop ability to use leisure time productively.
1.182 Develop a positive attitude toward participation in a range of leisure time activities—physical, intellectual, and creative.
1.183 Develop appreciation and interests which will lead to wise and enjoyable use of leisure time.
1.184 Recognize that happiness is pursued and realized in many ways.
1.185 Understand the necessity for an appropriate balance between work and leisure.
1.186 Understand the contribution of leisure and relaxation to effective work.
1.187 Learn games and skills which will enable one to join the leisure time activities of others.

AESTHETICS – FINE ARTS

1.188 Appreciate culture and beauty in the world.
1.189 Develop abilities for effective expression of ideas and cultural appreciation (fine arts).
1.190 Cultivate appreciation for beauty in various forms.
1.191 Develop creative self-expression through various media (art, music, writing, etc.).
1.192 Develop special talents in music, art, literature and foreign languages.
1.193 Appreciate the contribution of our cultural and artistic heritage to our way of life.
1.194 Learn to enjoy the work and performances of especially talented artists.
1.195 Learn to appreciate the beauties of nature.
1.196 Learn to appreciate architectural beauty.
1.197 Develop a knowledge of various folk arts and folk music.

SELF–ESTEEM AND SELF–DEVELOPMENT

1.198 Develop pride in work and a feeling of self-worth.
1.199 Develop a feeling of student pride in his achievements and progress.
1.200 Develop self-understanding and self-awareness.
1.201 Develop the student's feeling of positive self-worth, security, and self-assurance.
1.202 Achieve self-realization by maximizing the fulfillment of one's potential.
1.203 Become a whole person by the integration of one's feelings, thoughts, and actions.
1.204 Understand human reactions in a variety of emotional situations such as love, sorrow, stress, depression, joy, sexual relation, anger, anxiety.
1.205 Be willing to try new experiences and take reasonable risks.
1.206 Be aware of changes in self brought about by maturation and education.
1.207 Be in possession of self-control.
1.208 Develop the self-confidence to take the initiative to change one's conditions of existence.
1.209 Understand and appreciate one's experience as a member of the community in which one lives.
1.210 Understand and take pride in one's own cultural and ethnic background.
1.211 Develop the ability to understand oneself in relation to the environment, and the extent of one's control over one's future.

HEALTH AND SAFETY

1.212 Practice and understand the ideas of health and safety.
1.213 Establish an effective individual physical fitness program.
1.214 Develop an understanding of good physical health and well being.
1.215 Establish sound personal health habits and information.

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1.180 LEISURE	109	6	5	29	27	21	0	1	0	8	49	0	3	4	14
1.181	73	4	3	8	4	17	1	0	0	1	39	0	0	0	4
1.182	96	3	7	7	6	24	1	0	0	2	51	0	1	0	6
1.183	77	3	5	5	4	20	1	0	0	2	38	0	0	2	3
1.184	18	0	3	3	6	4	0	0	0	0	10	0	0	0	2
1.185	15	0	2	1	3	5	0	0	0	0	13	0	0	0	2
1.186	14	0	1	1	3	2	0	0	0	0	8	0	0	0	1
1.187	39	2	11	3	2	5	0	0	0	0	25	0	0	2	1
1.188 AES/ARTS	161	3	28	34	20	26	2	2	2	5	66	3	6	8	8
1.189	121	6	5	12	13	23	1	0	1	1	49	0	3	2	2
1.190	82	2	5	8	8	13	1	0	0	1	40	0	2	2	2
1.191	152	5	10	15	13	24	3	0	0	1	66	2	4	3	2
1.192	96	6	4	13	9	17	3	0	1	1	26	0	1	1	2
1.193	52	0	6	6	4	7	0	0	0	0	31	0	0	0	1
1.194	34	0	1	4	7	6	0	0	0	0	22	0	0	2	2
1.195	27	1	1	4	2	4	0	0	0	0	16	1	0	0	2
1.196	10	0	1	2	1	2	0	0	0	0	10	0	0	0	1
1.197	14	0	2	3	2	1	0	0	0	0	7	0	0	0	1
1.198 SELF-EST	195	85	13	8	2	25	10	2	2	0	67	23	2	0	0
1.199	101	15	8	5	2	16	4	1	0	0	31	5	0	0	0
1.200	116	21	2	5	3	28	4	1	0	0	59	9	3	0	0
1.201	151	36	8	6	2	33	5	2	0	0	67	13	1	0	2
1.202	62	11	4	2	2	17	0	1	0	0	33	1	1	1	1
1.203	35	7	1	3	3	7	0	0	1	0	22	5	0	1	0
1.204	27	4	0	1	1	8	1	0	0	0	22	2	1	0	0
1.205	26	7	1	1	2	4	0	0	0	1	13	2	0	0	0
1.206	17	5	0	2	0	3	0	0	0	0	8	2	0	0	0
1.207	39	7	5	1	0	10	0	3	1	0	15	3	0	0	1
1.208	35	11	3	2	1	3	0	0	0	0	21	5	2	0	0
1.209	39	7	3	2	0	4	0	0	0	0	22	1	0	0	0
1.210	21	7	2	1	0	5	0	1	0	0	17	2	1	0	0
1.211	44	9	2	1	0	8	1	0	0	0	31	3	1	0	1
1.212 HEAL/SAF	193	14	42	41	8	30	1	3	6	2	64	1	7	15	3
1.213	141	10	16	12	3	20	2	1	3	2	55	2	0	4	3
1.214	185	12	14	15	4	37	2	1	4	2	77	3	0	5	2
1.215	116	8	13	7	3	21	2	1	2	2	51	1	0	5	0

HEALTH AND SAFETY

1.216 Develop a concern for public health and safety.
1.217 Value good health and well-being.
1.218 Be able to recognize symptoms of poor physical or mental health.
1.219 Have good nutritional and cleansing habits.
1.220 Exercise regularly and get adequate rest.
1.221 Take reasonable precautions for the safety of oneself.
1.222 Know the physical and social consequences of smoking and alcoholism.
1.223 Know the physical and social consequences of drug abuse.
1.224 Be knowledgeable about the causes and prevention of disease.

COMMUNICATION

2. INSTITUTIONAL GOALS

2.1 Report student progress on a regular basis to parents and students.
2.2 Assure adequate articulation and communication among age and grade levels, schools, districts, and other educational institutions.
2.3 Establish effective communication between parents, teachers, students, and community.

DECISION-MAKING

2.4 Provide each school with sufficient autonomy to establish programs suitable to their school-community.
2.5 Establish advisory councils at each school.
2.6 Involvement of representatives of all segments of the school-community in decision making.
2.7 Provide for administrative decentralization.
2.8 Improve Board-Superintendent relations.
2.9 Utilize a valid information base in making decisions.

EDUCATIONAL PROGRAMS

2.10 Provide programs and services to meet health, counseling, psychological, welfare and attendance, and special educational needs of pupils.
2.11 Provide opportunities for students to participate in community activities, including community service and work experience.
2.12 Provide a variety of extra-curricular activities.
2.13 Provide all students with equal educational opportunities.
2.14 Establish a program of early childhood education.
2.15 Develop educational programs to reduce dropouts.
2.16 Provide a program of bi-lingual education for non-English speaking pupils.
2.17 Develop educational programs to increase attendance.
2.18 Provide programs and services for special education.
2.19 Provide programs and services for general education.
2.20 Provide programs and services for pupil personnel services.
2.21 Provide programs and services for vocational education.
2.22 Provide ethnic studies programs.

PROGRAM EVALUATION

2.23 Provide for accountability through a system of research, program planning and development, evaluation and modification, and reporting to the community.
2.24 Provide feedback for public examination and redirection of the educational programs.

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1.216	79	5	9	7	2	15	2	0	2	1	32	0	0	3	1
1.217	42	2	3	5	1	11	0	1	0	0	31	1	0	1	0
1.218	54	5	5	5	0	10	0	0	0	0	27	1	0	1	1
1.219	30	5	5	3	0	4	0	0	0	0	18	0	0	1	0
1.220	14	2	2	2	0	5	0	0	0	0	13	0	0	1	0
1.221	19	4	4	2	0	3	0	0	0	0	15	0	0	1	1
1.222	29	3	2	3	0	2	0	0	0	0	23	0	0	1	1
1.223	51	7	5	4	3	7	0	1	0	0	30	1	0	3	1
1.224	27	3	4	2	0	2	0	0	0	0	22	0	0	1	2
TOTAL INSTRUC	1361	322	312	271	004	697	2556	250	158	115	61	6772	500	337	221	179
INSTITUTIONAL															
2. 1 COMMUN	39	6	6	6	2	9	3	1	1	1	14	4	0	2	0
2. 2	32	5	3	4	5	13	5	0	0	0	20	6	0	1	1
2. 3	87	27	12	4	1	23	6	2	0	1	38	12	0	0	0
2. 4 DEC-MAK	31	6	3	3	2	5	1	0	0	1	10	0	3	0	1
2. 5	13	4	1	1	0	3	0	1	0	0	7	0	1	0	0
2. 6	32	6	6	3	3	9	2	2	1	0	22	1	1	2	2
2. 7	5	2	0	0	1	2	0	1	1	0	2	0	0	0	0
2. 8	3	2	0	0	1	1	0	0	0	0	3	1	0	0	0
2. 9	15	1	3	1	1	4	1	0	0	0	5	0	0	0	0
2. 10 ED PROG	63	12	12	3	5	23	5	2	1	1	44	7	3	4	1
2. 11	12	2	1	2	1	9	1	1	1	1	20	1	2	0	0
2. 12	27	7	2	6	0	9	0	1	1	1	18	2	1	1	3
2. 13	37	10	5	1	3	8	1	1	0	1	21	2	0	0	1
2. 14	15	6	2	0	0	0	0	0	0	0	4	1	0	0	0
2. 15	9	2	0	2	1	1	0	0	0	0	8	1	0	1	0
2. 16	16	2	5	1	1	2	0	0	1	0	7	0	3	1	0
2. 17	7	2	1	0	0	1	0	0	0	0	5	0	1	1	0
2. 18	21	3	5	3	0	3	1	0	0	0	9	1	3	0	1
2. 19	22	9	2	1	0	2	0	0	0	0	22	3	1	1	0
2. 20	18	3	7	0	2	9	2	1	0	0	11	1	0	2	0
2. 21	23	5	2	4	2	18	6	1	1	0	35	6	2	2	1
2. 22	4	2	0	0	0	1	0	1	0	0	8	0	0	0	0
2. 23 PR EVAL	26	2	4	4	0	12	1	1	1	0	18	2	0	3	1
2. 24	13	1	5	0	0	8	3	1	0	0	15	1	2	0	1

PROGRAM EVALUATION	2.25	Should help individual students, teachers, parents, and other school community members learn about themselves and their relationship to others.
UTILIZATION OF RESOURCES	2.26	Utilize local, state, and federal resources to provide personnel, programs, materials, and facilities to assist all students in meeting the educational objectives adopted by themselves, the district, and their own school.
	2.27	Provide leadership and resources to develop programs, utilizing the services of community citizens and agencies.
	2.28	Improve transportation service for pupils.
	2.29	Utilize services of community volunteer organizations.
	2.30	Improve food services for pupils.
	2.31	Provide resources and opportunities appropriate to meet the special needs of disadvantaged youth.
	2.32	Provide free lunches for needy pupils.
PERSONNEL	2.33	Provide for a systematic process of personnel selection and evaluation.
	2.34	Provide adequate resources and adopt policies for the improvement and upgrading of all staff.
	2.35	Adopt employment policies which include an affirmative action plan for assuring reasonable ethnic balance among district staff.
	2.36	Get rid of ineffective teachers.
	2.37	Get rid of ineffective administrators.
SCHOOL ORGANIZATION PROCEDURES AND ENVIR.	2.38	Allow and encourage the establishment of alternative learning opportunities.
	2.39	Provide open classrooms.
	2.40	Provide non-graded instruction.
	2.41	Provide integrated education.
	2.42	Maintain discipline.
	2.43	Provide traditional programs.
	2.44	Provide equal educational opportunities.
	2.45	Provide pupils options among educational courses, activities, and experiences.
	2.46	Prevent violence.
	2.47	Establish year-around schools.
	2.48	Utilize team teaching.
	2.49	Establish a flexible system of class scheduling.
	2.50	Establish individualized instruction to meet each student needs.
	2.51	Provide an educational environment that allows each student the opportunity to maximize his/her potential.
FACILITIES & GROUNDS	2.52	Provide facilities for general and special educational needs.
	2.53	Provide adequate facilities for recreation, physical exercise, and competitive athletics.
	2.54	Provide facilities to enhance learning activities, such as libraries, media centers, open space, etc.
	2.55	Provide adequate and safe playgrounds and equipment to meet the needs of the school-community.

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GOALS CATALOG CODE/LOCATOR	ELEMENTARY DISTRICTS 400 DISTRICTS (65 PCT)					SECONDARY DISTRICTS 70 DISTRICTS (11 PCT)					UNIFIED DISTRICTS 144 DISTRICTS (23 PCT)				
	GOALS	PG1	PG2	PG3	PG4	GOALS	PG1	PG2	PG3	PG4	GOALS	PG1	PG2	PG3	PG4
2. 25	22	2	3	2	1	8	1	1	0	1	19	1	1	1	0
2. 26 UTIL RES	57	13	8	7	3	13	2	0	2	1	25	3	3	4	0
2. 27	37	9	4	7	1	12	3	1	3	1	17	3	3	0	0
2. 28	15	2	2	6	2	2	0	0	1	0	3	0	0	0	1
2. 29	14	1	6	3	1	2	0	0	1	0	5	2	1	1	0
2. 30	13	0	3	3	3	2	0	0	0	1	4	0	1	0	0
2. 31	18	3	9	1	0	8	2	0	0	1	4	0	1	1	0
2. 32	13	0	3	3	1	0	0	0	0	0	1	0	0	0	0
2. 33 PERSONNE	49	15	6	4	1	18	3	1	1	1	21	7	0	1	1
2. 34	56	12	11	4	3	13	4	1	1	0	20	7	0	1	1
2. 35	9	2	1	1	0	6	1	0	0	0	3	0	0	1	0
2. 36	9	2	0	2	1	1	1	0	0	0	5	1	0	1	1
2. 37	6	2	0	0	0	1	0	0	0	0	3	0	0	1	0
2. 38 ORG/ENV	33	6	5	5	1	9	1	1	1	0	20	1	2	2	1
2. 39	1	0	0	0	1	0	0	0	0	0	2	1	0	0	1
2. 40	3	1	1	0	1	0	0	0	0	0	4	1	0	0	1
2. 41	5	0	1	0	1	0	0	0	0	0	4	1	0	0	0
2. 42	45	16	3	4	1	11	4	1	2	0	17	5	2	1	0
2. 43	9	3	0	1	0	1	0	0	0	0	4	1	1	0	0
2. 44	14	5	1	1	0	5	0	4	0	0	7	1	1	0	1
2. 45	29	6	4	3	1	10	4	1	1	0	19	1	1	2	0
2. 46	4	1	1	0	0	2	0	0	1	0	4	2	0	0	1
2. 47	1	0	0	0	0	1	0	0	0	0	1	0	1	0	0
2. 48	6	1	2	0	1	0	0	0	0	0	2	1	0	0	1
2. 49	10	2	1	0	1	7	0	3	1	0	7	3	2	0	0
2. 50	66	18	8	1	1	9	2	2	0	0	37	5	2	0	2
2. 51	100	24	11	3	3	22	3	3	0	1	52	5	1	3	0
2. 52 FACIL	48	9	6	7	3	12	2	1	0	0	21	2	5	1	0
2. 53	36	5	9	2	3	7	0	0	1	0	13	1	2	2	0
2. 54	49	7	6	6	7	6	1	0	0	1	23	2	4	5	0
2. 55	32	3	5	4	6	4	0	0	1	0	8	1	2	1	0
TOTAL INSTIT	1379	297	207	129	79	367	72	37	26	15	741	110	59	50	25
UNDEFINED	287	13	15	15	8	97	4	5	4	5	181	3	3	3	2
GRAND TOTAL	1527	925	1314	491	148	784	3020	326	200	145	81	7694	613	399	274	206

CITIZENSHIP

1.1 Learn how to be a good citizen.
1.2 Develop an awareness of civic rights and responsibilities.
1.3 Develop attitudes for productive citizenship in a democracy.
1.4 Develop an attitude of respect for personal and public property.
1.5 Develop an understanding of the obligations and responsibilities of citizenship.
1.6 Acquire the skills, knowledge and values necessary for responsible citizenship.
1.7 Know the main structures and functions of our government and political processes.
1.8 Understand that productive citizenship involves effort to assure good government.
1.9 Comprehend the nature and purpose of governments.
1.10 Live within the law.
1.11 Strive to eliminate prejudice in our society whether based on sex, religious belief, race, nationality, ethnic identification, or age.

IDEALS OF DEMOCRACY

1.12 Understand and practice democratic ideas and ideals.
1.13 Develop loyalty to American democratic ideals.
1.14 Develop patriotism and loyalty to ideals of democracy.
1.15 Develop knowledge and appreciation of the rights and privileges in our democracy.
1.16 Develop an understanding of our American heritage.
1.17 Understand and appreciate the ideals and principles underlying the American democracy.
1.18 Develop patriotism and loyalty to America.
1.19 Understand the democratic political system.
1.20 Be able to compare the democratic political system with other political systems.
1.21 Acquire the skills necessary to adapt and adjust to living in a democratic society.

FAMILY LIVING

1.22 Understand and practice the skills of family living.
1.23 Develop understanding and appreciation of the principles of living in the family group.
1.24 Develop attitudes leading to acceptance of responsibilities as family members.
1.25 Develop an awareness of future family responsibilities and achievement of skills in preparing to accept them.
1.26 Understand the roles and responsibilities of different family members.
1.27 Learn about factors that strengthen and weaken family ties.
1.28 Understand sexual expression in marriage.
1.29 Understand the aims and means of family planning.
1.30 Understand the physical, emotional, and social ramifications of extra-marital sex.
1.31 Know about human reproduction, prenatal development, and birth.
1.32 Know about the stages of human growth and development from infancy to death.

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GOALS CATALOG CODE/LOCATOR	URBAN DISTRICTS 44 DISTRICTS (7 PCT)					SUBURBAN DISTRICTS 166 DISTRICTS(27 PCT)					RURAL DISTRICTS 404 DISTRICTS(66 PCT)				
	GOALS	PG1	PG2	PG3	PG4	GOALS	PG1	PG2	PG3	PG4	GOALS	PG1	PG2	PG3	PG4
1. 1 CITIZEN	22	2	1	0	3	60	5	20	2	0	162	33	46	11	1
1. 2	13	1	0	0	0	66	7	4	4	0	113	18	9	4	1
1. 3	11	0	0	0	0	55	7	7	3	0	87	11	8	5	2
1. 4	8	0	1	0	0	50	7	3	2	0	103	20	13	6	1
1. 5	24	0	1	0	0	73	6	6	2	3	119	14	8	6	2
1. 6	17	0	1	0	0	57	4	5	2	2	71	8	8	1	3
1. 7	12	0	1	0	0	29	1	4	0	1	23	1	3	0	1
1. 8	11	0	0	0	0	27	1	2	1	2	15	2	3	1	1
1. 9	3	0	0	0	0	21	1	3	0	1	15	0	2	1	2
1. 10	7	0	0	0	0	21	4	2	1	0	34	5	4	1	1
1. 11	7	0	0	0	0	26	2	4	1	1	28	4	4	3	1
1. 12 DEMOC ID	17	0	0	2	2	57	2	12	7	3	154	12	44	27	10
1. 13	6	0	0	0	0	27	0	5	0	1	62	7	7	3	1
1. 14	7	0	0	0	0	27	1	6	0	1	71	8	7	5	2
1. 15	13	0	0	0	0	54	2	8	0	2	116	9	7	7	3
1. 16	16	0	0	0	1	66	2	9	3	3	120	7	12	13	2
1. 17	11	0	0	0	0	33	2	3	1	1	44	2	3	3	1
1. 18	3	0	0	0	0	13	1	1	0	1	25	2	4	4	2
1. 19	7	0	0	0	0	23	1	3	1	1	32	3	2	3	1
1. 20	6	0	0	0	0	20	0	3	0	1	27	2	1	0	1
1. 21	10	0	0	0	0	49	5	7	3	2	59	5	4	0	1
1. 22 FAM LIV	17	1	3	2	0	52	2	3	15	6	114	5	9	34	26
1. 23	14	0	2	0	0	49	2	0	7	1	83	5	3	10	3
1. 24	8	0	2	0	0	37	1	0	9	1	63	4	4	6	3
1. 25	9	0	2	0	0	32	1	1	5	0	51	3	3	6	4
1. 26	7	0	0	0	0	23	2	0	7	0	22	0	0	3	1
1. 27	4	0	0	0	0	11	1	0	3	0	6	0	0	1	2
1. 28	3	0	0	0	0	9	0	0	2	1	5	0	0	0	0
1. 29	3	0	0	0	0	7	0	1	2	1	4	0	0	0	1
1. 30	3	0	0	0	0	7	0	0	2	1	6	1	1	0	0
1. 31	6	0	0	1	0	15	1	1	4	1	21	0	2	2	2
1. 32	7	0	0	1	0	19	0	0	6	0	21	2	3	3	2

FAMILY LIVING	1.33	Understand and be prepared to accept future parental responsibility for children's care, education, and upbringing.
SOCIAL RELATIONSHIPS	1.34	Learn to respect and get along with people with whom we work and live.
	1.35	Develop appreciation and respect for the worth and dignity of individuals.
	1.36	Develop respect for individual worth and understanding of minority opinions and acceptance of majority decisions.
	1.37	Develop a cooperative attitude toward living and working with others.
	1.38	Acquire habits and attitudes which have proven value to social relations.
	1.39	Understand the interdependence of people.
	1.40	Contribute to the improvement of the world.
	1.41	Be able to adjust to the changing demands of society.
	1.42	Be able to establish and enjoy close personal relationships.
SOCIAL RELATIONSHIPS	1.43	Recognize feelings and expressions of emotion as a component of human relationships.
	1.44	Take responsibility for oneself and not be overly dependent on others.
	1.45	Acquire skill in group discussion and meetings.
	1.46	Share one's own ideas, opinions, and feelings with others.
	1.47	Give due credit to people who have helped one achieve something.
	1.48	Be prepared for roles of leader and follower, and be able to accept frustration and defeat as well as success and winning.
	1.49	Learn to enjoy the achievements of one's friends and associates.
	1.50	Enjoy collaboration with others in joint enterprises.
INTER-CULTURAL RELATIONSHIPS	1.51	Learn how to respect and get along with people who think, dress and act differently.
	1.52	Develop an appreciation for and an understanding of other people and other cultures.
	1.53	Develop an understanding of political, economic, and social patterns of the rest of the world.
	1.54	Develop awareness of the interdependence of races, creeds, nations and cultures.
	1.55	Develop an awareness of the processes of group relationships.
	1.56	Support the existence of a variety of lifestyles in America.
	1.57	Seek relationships with people from other economic, ethnic, and social groups.
	1.58	Seek to learn about other cultures by experiencing them.
	1.59	Understand how groups with different cultures or values can interrelate effectively.
	1.60	Understand how groups with cultures and values quite different from one's own contribute to one's total cultural heritage.
BASIC SKILLS	1.61	Develop skills in reading, writing, speaking and listening.
	1.62	Develop ability to communicate ideas and feelings effectively.
	1.63	Develop skills in oral and written English.
	1.64	Have reading comprehension skills, which include retaining information, seeing implications, making inferences, and arriving at generalizations and conclusions.

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GOALS CATALOG CODE/LOCATOR	URBAN DISTRICTS 44 DISTRICTS (7 PCT) GOALS	PG1	PG2	PG3	PG4	SUBURBAN DISTRICTS 166 DISTRICTS (27 PCT) GOALS	PG1	PG2	PG3	PG4	RURAL DISTRICTS 404 DISTRICTS (66 PCT) GOALS	PG1	PG2	PG3	PG4
1. 33	6	0	0	0	0	12	0	0	3	1	12	0	1	1	1
1. 34 SOC REL	23	3	3	2	0	93	20	18	2	0	219	41	51	14	3
1. 35	25	1	2	1	0	93	14	8	3	0	161	16	14	7	3
1. 36	9	0	2	0	0	54	8	4	1	0	89	10	9	4	2
1. 37	17	0	2	1	0	66	9	6	4	0	133	11	13	9	1
1. 38	11	0	1	1	0	28	3	2	0	0	41	3	1	1	1
1. 39	9	0	0	0	0	31	4	2	0	0	41	5	3	3	2
1. 40	3	0	0	0	0	23	2	1	0	0	17	1	1	1	2
1. 41	1	0	0	0	0	28	3	4	0	0	37	5	2	2	3
1. 42	4	0	0	0	0	19	3	1	0	0	24	3	0	2	1
1. 43	6	1	0	0	0	22	2	1	3	1	24	2	3	2	1
1. 44	5	0	0	0	0	27	6	1	1	0	38	4	0	1	2
1. 45	4	0	0	0	0	17	3	1	2	0	14	3	0	2	2
1. 46	4	0	0	0	0	22	6	1	1	1	24	3	3	2	3
1. 47	1	0	0	0	0	10	2	1	1	0	9	1	0	2	0
1. 48	3	0	0	0	0	31	4	4	2	0	45	3	3	4	4
1. 49	3	0	0	0	0	14	3	2	1	0	12	1	2	1	0
1. 50	2	0	0	0	0	18	3	1	2	0	13	3	1	2	1
1. 51 INT-CULT	11	1	2	0	0	68	7	19	4	0	138	22	32	27	5
1. 52	21	2	2	1	0	101	10	8	7	2	159	14	11	12	5
1. 53	16	0	3	0	1	39	4	4	1	0	73	5	12	3	1
1. 54	10	0	0	0	0	54	4	7	2	1	80	5	9	4	2
1. 55	6	0	0	0	0	36	4	4	0	1	55	6	6	5	0
1. 56	5	0	0	0	0	21	3	2	1	1	13	1	4	2	0
1. 57	1	0	0	0	0	19	3	3	0	1	19	1	3	0	3
1. 58	2	0	0	0	0	20	2	2	0	1	13	0	3	1	0
1. 59	4	0	0	0	0	34	3	4	2	1	24	1	4	2	0
1. 60	14	0	0	0	0	57	5	2	4	3	53	2	6	1	2
1. 61 BASIC SK	37	7	1	0	0	134	39	2	0	0	315	127	8	2	0
1. 62	24	3	1	0	0	91	18	4	0	0	148	29	1	4	1
1. 63	16	3	0	0	0	68	23	2	1	1	137	34	3	3	1
1. 64	13	1	0	0	0	58	19	1	1	1	75	18	2	3	1

BASIC SKILLS

1.65 Have oral reading and word attack skills, including phonetics.
1.66 Read for information and pleasure.
1.67 Learn study skills.
1.68 Have proficiency in written expression.
1.69 Speak fluent and clear English.
1.70 Have good listening skills.
1.71 Utilize non-verbal means of communication.
1.72 Have motor, sensory, and memory skills appropriate to one's age and growth level.
1.73 Have legible penmanship.
1.74 Be able to spell.
1.75 Recognize types and effects of mass communication.
1.76 Be able to apply the fundamental arithmetic operations with whole numbers, fractions, decimals, and percents, and understand common mathematical symbols.
1.77 Be able to apply mathematics to the solution of problems encountered in daily living.
1.78 Develop skills in the use of other languages.
1.79 Learn about computer languages.
1.80 Develop writing as a means of self-expression.

GENERAL KNOWLEDGE

1.81 Gain a general education.
1.82 Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences.
1.83 Develop a fund of information and concepts.
1.84 Develop special interests and abilities.
1.85 Have knowledge of mathematical concepts, definitions, symbols, and operations.
1.86 Understand the contribution of mathematics and science to technological and economic progress.
1.87 Understand elements of art and music.
1.88 Develop rational skills for scientific problem-solving, including divergent and convergent thinking, induction and deduction, hypothesizing, testing and observing, analysis, synthesis, and valuing.
1.89 Be able to speak convincingly and effectively.
1.90 Recognize and read various styles and forms of good literature.
1.91 Understand the contributions of sub-cultures to American society.
1.92 Understand governmental and political systems.
1.93 Understand the political, economic, and social problems throughout the world.
1.94 Understand the major records of history, anthropology, and past cultures.
1.95 Be knowledgable about government and social services and how they are supported by taxation.
1.96 Understand the role of business and industry in the United States.

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GOALS CATALOG CODE/LOCATOR	URBAN DISTRICTS 44 DISTRICTS (7 PCT) GOALS	PG1	PG2	PG3	PG4	SUBURBAN DISTRICTS 166 DISTRICTS(27 PCT) GOALS	PG1	PG2	PG3	PG4	RURAL DISTRICTS 404 DISTRICTS(66 PCT) GOALS	PG1	PG2	PG3	PG4
1. 65	5	0	0	0	0	35	11	0	0	1	44	16	1	2	0
1. 66	5	0	0	0	0	32	12	1	0	1	39	9	2	2	0
1. 67	8	0	1	0	0	28	8	1	0	1	45	11	2	4	1
1. 68	6	0	0	0	0	39	11	1	0	1	35	10	2	0	0
1. 69	7	0	0	0	0	25	7	0	0	1	38	10	0	1	1
1. 70	10	2	0	0	0	42	13	0	0	1	44	8	1	3	0
1. 71	2	0	0	0	0	21	5	1	1	1	16	5	1	0	0
1. 72	2	0	0	0	0	22	6	0	0	2	25	7	1	1	0
1. 73	5	0	0	0	0	25	6	1	0	3	34	7	4	0	0
1. 74	5	0	0	0	0	33	10	2	0	1	43	13	1	0	0
1. 75	1	0	0	0	0	13	5	0	0	0	8	4	0	0	0
1. 76	30	5	0	0	0	87	21	1	1	0	147	31	7	4	0
1. 77	12	0	0	0	0	55	12	1	2	1	75	16	1	3	0
1. 78	11	1	0	0	1	29	3	2	0	4	48	11	3	2	2
1. 79	2	0	0	0	0	10	1	0	0	2	3	2	0	0	0
1. 80	4	0	0	0	0	24	6	0	1	1	29	6	2	0	1
1. 81 GEN KNOW	17	2	2	1	0	58	23	1	3	1	178	89	3	1	3
1. 82	19	3	0	0	1	87	9	6	3	1	147	28	5	6	3
1. 83	6	0	0	0	0	35	5	2	0	1	78	16	2	0	1
1. 84	6	0	0	0	0	28	5	2	0	0	83	16	3	3	2
1. 85	11	0	0	0	0	46	8	1	2	1	59	16	2	1	0
1. 86	8	0	1	0	0	26	1	3	1	1	37	5	0	1	0
1. 87	6	1	0	0	0	20	1	1	0	3	35	4	1	2	4
1. 88	17	1	0	2	0	66	10	4	1	0	65	9	2	2	0
1. 89	3	0	0	0	0	20	5	0	0	1	30	5	0	2	2
1. 90	5	0	0	0	0	20	5	0	1	2	16	4	1	0	1
1. 91	5	0	0	0	0	26	3	1	1	2	25	5	1	1	0
1. 92	11	0	0	0	2	29	2	3	2	2	35	8	2	3	1
1. 93	11	0	0	0	2	34	2	3	2	3	39	2	2	3	1
1. 94	11	0	0	0	1	27	2	3	0	3	48	4	1	3	0
1. 95	4	0	0	0	0	12	1	2	0	3	10	2	2	0	2
1. 96	5	0	0	0	0	17	1	1	0	3	29	1	2	2	1

GEN. KNOW.	CHARACTER AND PERSONAL VALUES	DECISION-MAKING AND PROBLEM SOLVING	PREPARATION FOR CHANGES
1.97 Be knowledgeable about the role of the United States in world affairs, including foreign military and economic commitments, international trade and relations, and participation in the United Nations.	1.98 Develop good character and self-respect. 1.99 Develop moral responsibility and a sound ethical and moral behavior. 1.100 Develop the student's capacity to discipline himself to work, study, and play constructively. 1.101 Develop a moral and ethical sense of values, goals, and processes of free society. 1.102 Develop standards of personal character and ideals. 1.103 Possess ethical, moral, social, and spiritual values and use them to make decisions and establish personal goals. 1.104 Be knowledgeable about the major religions, philosophies, and moral and ethical teachings. 1.105 Develop personal discipline. 1.106 Understand the relation of one's personal ethical values to the processes of a free society. 1.107 Behave in accordance with one's standards. 1.108 Appreciate society's moral and ethical values. 1.109 Learn to accept responsibility for one's own behavior.	1.110 Learn how to examine and use information. 1.111 Develop ability to examine constructively and creatively. 1.112 Develop ability to use scientific methods. 1.113 Develop reasoning abilities. 1.114 Develop skills to think and proceed logically. 1.115 Be knowledgeable about and use the principles of making decisions and solving problems. 1.116 Understand the role of value judgments in decision-making. 1.117 Understand the role of uncertainty in decision-making. 1.118 Be able to distinguish fact from opinion. 1.119 Be able to invent new approaches to difficult problems. 1.120 Learn to concentrate. 1.121 Know how to use common sources of information. 1.122 Know how to test decisions by the criteria of common sense and reasonable expectation. 1.123 Apply accumulated knowledge, skills, and experience to present day living and planning for the future.	1.124 Learn about and try to understand the changes that take place in the world. 1.125 Develop ability to adjust to the changing demands of society. 1.126 Develop an awareness and the ability to adjust to a changing world and its problems. 1.127 Develop understanding of the past, identify with the present, and the ability to meet the future. 1.128 Understand that the world is continually changing and be able to adapt to such changes.

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GOALS CATALOG CODE/LOCATOR	URBAN DISTRICTS 44 DISTRICTS (7 PCT) GOALS	PG1	PG2	PG3	PG4	SUBURBAN DISTRICTS 166 DISTRICTS(27 PCT) GOALS	PG1	PG2	PG3	PG4	RURAL DISTRICTS 404 DISTRICTS(66 PCT) GOALS	PG1	PG2	PG3	PG4
1. 97	8	0	0	0	0	28	1	3	1	2	24	1	1	1	1
1. 98 CHAR/VAL	18	5	1	0	0	60	23	7	0	2	148	64	22	5	1
1. 99	17	2	1	0	0	49	9	1	1	1	122	13	8	11	1
1.100	11	0	0	2	0	52	12	2	1	1	125	20	11	6	2
1.101	14	2	0	0	0	52	10	2	1	0	95	15	5	4	2
1.102	8	0	0	0	0	30	3	1	1	2	84	16	4	2	1
1.103	18	2	1	0	0	37	5	1	2	1	67	5	2	5	0
1.104	3	0	2	0	0	11	0	1	0	1	14	1	2	2	0
1.105	9	2	0	0	0	34	3	3	2	0	56	7	5	5	0
1.106	7	0	0	0	0	27	2	1	0	1	31	2	3	1	1
1.107	4	0	0	0	0	15	1	1	1	1	20	2	1	1	1
1.108	3	0	0	0	0	22	2	2	0	1	23	2	2	1	1
1.109	10	0	2	0	0	47	10	2	1	1	71	8	3	4	3
1.110 PROB SOL	19	0	6	0	1	71	19	13	0	0	139	57	23	3	0
1.111	13	0	0	2	0	69	9	5	3	1	110	19	9	2	0
1.112	11	1	0	0	0	54	5	7	3	1	66	11	5	0	0
1.113	13	0	0	2	0	64	10	6	0	1	93	16	5	2	0
1.114	15	0	0	0	0	74	13	6	0	1	110	14	8	6	0
1.115	15	0	1	0	0	65	10	3	0	1	94	6	6	2	2
1.116	8	0	0	0	0	23	4	2	0	1	22	2	3	1	1
1.117	3	0	0	0	0	17	2	2	1	0	8	0	1	0	2
1.118	5	1	0	0	0	23	2	1	0	1	16	1	1	1	0
1.119	6	1	0	0	0	33	1	3	2	0	15	1	2	0	1
1.120	3	0	0	0	0	12	3	1	1	1	5	1	1	0	0
1.121	8	0	0	0	0	31	4	3	0	1	19	2	3	0	0
1.122	8	0	3	0	0	33	5	2	1	1	15	2	2	0	0
1.123	9	1	0	0	0	44	6	4	1	0	48	3	2	3	2
1.124 CHANGE	15	1	2	1	0	48	2	5	17	2	114	7	30	30	6
1.125	16	0	0	0	0	43	2	4	5	1	91	7	7	6	4
1.126	7	0	0	0	0	49	2	3	4	3	80	6	6	4	4
1.127	6	0	0	0	0	37	0	4	1	2	60	6	4	2	3
1.128	9	0	0	0	0	30	1	0	3	3	21	3	0	0	2

PREPARATION FOR CHANGES

1.129 Be able to solve personal problems occasioned by change.
1.130 Understand how world problems require social change and personal adjustment for their solution.
1.131 Be open to change and ready to adjust to change.
1.132 Understand the principles of conflict resolution, weighing of evidence, negotiation, and reasonable comromise.
1.133 Be aware of the influence of others as one establishes values and makes decisions.

PREP. FOR ENTERING THE WORLD OF WORK

1.134 Develop skills to enter a specific field of work.
1.135 Develop abilities and skills needed for immediate employment.
1.136 Develop an awareness of opportunities and requirements related to a specific field of work.
1.137 Develop an appreciation of good workmanship.
1.138 Understand the value of work to society, to one's personal development, and to preparation for a career.
1.139 Have general knowledge and specific information about vocations of interest to oneself.
1.140 Know how to get and hold a job.

ABILITY TO MAKE JOB SELECTIONS

1.141 Gain information needed to make job selections.
1.142 Promote self-understanding and self-direction in relation to student's occupational interests.
1.143 Develop the ability to use information and counseling services related to the selection of a job.
1.144 Develop a knowledge of specific information about a particular vocation.
1.145 Appreciate the importance of work to self-fulfillment and happiness.
1.146 Have the abilities, attitudes, and skills necessary for realizing a productive and useful career.
1.147 Know enough about oneself to make an appropriate career choice.
1.148 Understand career ladders and how one can continually upgrade skills and abilities to obtain more satisfying work.
1.149 Appreciate the satisfactions of superior performance.
1.150 Be able to relate changes in society to changing career opportunities.
1.151 Integrate work and family responsibilities in a satisfactory fashion.

MANAGEMENT OF RESOURCES

1.152 Learn how to be a good manager of money, property, and resources.
1.153 Develop an understanding of economic principles and responsibilities.
1.154 Develop ability and understanding in personal buying, selling, and investment.
1.155 Develop skills in management of natural and human resources and man's environment.
1.156 Be a careful consumer who utilizes resources efficiently while minimizing environmental damage.
1.157 Work to eliminate air, water, noise, and land pollution.
1.158 Work to protect and preserve the ecological balance of nature.
1.159 Develop a sense of responsibility for personal and public property.
1.160 Work to protect natural resources.

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1.129	2	0	0	0	0	21	1	1	4	1	24	5	3	1	1
1.130	5	0	0	0	0	18	0	1	2	1	6	0	1	1	1
1.131	5	2	0	0	0	21	1	0	3	1	18	0	1	2	1
1.132	3	0	0	0	0	22	1	0	4	0	12	0	1	1	1
1.133	1	0	0	0	0	10	0	1	1	1	3	0	2	0	0
1.134 PREP WRK	22	1	2	2	0	52	1	8	5	11	128	13	23	11	21
1.135	15	0	0	0	0	38	2	3	1	3	52	6	4	4	3
1.136	13	0	0	1	0	51	2	5	3	4	83	6	4	4	4
1.137	6	0	0	0	0	41	0	1	4	6	50	4	1	3	4
1.138	10	0	0	0	0	44	1	5	2	4	48	3	6	2	3
1.139	18	2	0	1	0	40	2	5	1	2	46	6	3	3	2
1.140	12	0	0	0	0	20	1	2	0	1	26	1	4	0	3
1.141 JOB SEL	15	1	1	2	0	48	2	6	4	12	103	5	10	22	27
1.142	8	0	0	0	0	35	2	2	2	3	59	3	3	6	4
1.143	9	0	0	0	0	33	1	1	1	5	58	3	2	5	5
1.144	8	3	0	0	0	22	2	1	1	3	37	2	3	1	2
1.145	6	1	0	0	0	26	1	2	1	2	17	2	0	0	3
1.146	9	0	0	0	0	33	1	2	2	2	44	3	2	2	4
1.147	5	0	0	0	0	30	1	3	1	2	19	1	1	0	2
1.148	5	0	0	0	0	16	1	1	0	2	12	1	0	0	2
1.149	3	0	0	0	0	20	1	1	1	1	13	1	0	0	1
1.150	7	0	0	0	0	21	1	2	0	1	11	0	1	0	3
1.151	2	0	0	0	0	9	1	1	0	1	3	1	0	0	1
1.152 MGT RES	15	0	0	4	1	52	2	2	12	9	145	4	21	26	24
1.153	13	0	0	0	0	51	2	1	4	4	85	4	6	5	5
1.154	12	0	0	0	0	36	1	1	2	2	68	2	6	6	6
1.155	16	0	0	1	0	57	1	3	6	4	77	1	2	6	8
1.156	9	0	0	0	0	32	1	1	3	3	24	1	0	1	2
1.157	1	0	0	0	0	13	1	2	1	1	8	1	0	0	2
1.158	8	0	1	0	0	41	2	2	5	2	26	1	0	2	2
1.159	4	0	0	0	0	15	1	2	1	1	25	3	3	5	2
1.160	6	0	0	0	0	30	3	2	1	1	26	1	0	1	1

MANAGEMENT OF RESOURCES

1.161 Not waste one's own and others' time.
1.162 Understand the effects of technology and population growth on the environment.
1.163 Use material assets to satisfy basic needs and pursue personal and family goals.
1.164 Understand the value of human resources.

DESIRE FOR LEARNING

1.165 Develop a desire for learning now and in the future.
1.166 Develop intellectual curiosity and eagerness for lifelong learning.
1.167 Develop a positive attitude toward learning.
1.168 Develop a positive attitude toward continuing independent education.
1.169 Recognize learning as a continuous process for self-development.
1.170 Experience satisfaction in gaining new information and skills.
1.171 Assume personal responsibility for independent learning.
1.172 Recognize that personal growth and knowledge can contribute to the learning of others.
1.173 Apply accumulated knowledge, skills, and experience to every day living.
1.174 Seek new learning experiences.
1.175 Desire to achieve at one's level of age and ability.
1.176 Be inquisitive about natural phenomena and puzzling events.
1.177 Develop a program for realizing personal and family goals.
1.178 Learn how to evaluate one's progress.
1.179 Learn how to identify one's needs.

LEISURE TIME

1.180 Learn how to use leisure time.
1.181 Develop ability to use leisure time productively.
1.182 Develop a positive attitude toward participation in a range of leisure time activities--physical, intellectual, and creative.
1.183 Develop appreciation and interests which will lead to wise and enjoyable use of leisure time.
1.184 Recognize that happiness is pursued and realized in many ways.
1.185 Understand the necessity for an appropriate balance between work and leisure.
1.186 Understand the contribution of leisure and relaxation to effective work.
1.187 Learn games and skills which will enable one to join the leisure time activities of others.

AESTHETICS - FINE ARTS

1.188 Appreciate culture and beauty in the world.
1.189 Develop abilities for effective expression of ideas and cultural appreciation (fine arts).
1.190 Cultivate appreciation for beauty in various forms.
1.191 Develop creative self-expression through various media (art, music, writing, etc.).
1.192 Develop special talents in music, art, literature and foreign languages.

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1.161	2	0	0	0	0	17	1	0	4	2	18	1	1	0	2
1.162	8	0	0	0	0	25	1	1	1	1	17	0	0	0	1
1.163	3	0	0	0	0	9	1	0	0	1	4	0	0	1	1
1.164	3	0	0	0	0	23	2	1	0	2	27	4	2	1	3
1.165 DES LEAR	24	2	5	1	0	68	27	2	1	1	165	72	16	4	2
1.166	20	0	2	0	0	66	10	3	1	2	98	21	6	1	2
1.167	13	0	3	0	0	51	12	2	1	3	119	21	5	3	2
1.168	11	1	2	0	0	39	5	2	0	2	78	14	5	1	3
1.169	10	3	0	0	0	35	6	0	0	3	43	5	1	1	2
1.170	6	0	0	0	0	20	4	1	0	1	21	3	3	1	0
1.171	7	0	1	0	0	31	5	0	1	1	43	8	1	1	0
1.172	4	0	0	0	0	11	4	0	0	1	8	2	0	0	0
1.173	9	0	0	0	0	18	2	0	0	1	19	4	0	0	1
1.174	5	0	0	0	0	19	3	0	0	1	18	3	1	0	0
1.175	5	0	0	0	0	21	6	0	0	1	22	4	1	0	0
1.176	3	0	0	0	0	15	2	1	0	1	13	5	0	1	0
1.177	4	0	0	0	0	10	2	0	0	2	8	2	0	0	0
1.178	7	0	0	0	0	20	4	2	1	1	16	4	0	0	0
1.179	4	0	0	0	0	13	2	1	0	2	8	2	0	0	0
1.180 LEISURE	15	0	1	0	3	49	1	1	11	14	115	5	7	22	32
1.181	12	0	0	0	0	45	2	0	6	5	72	3	3	2	4
1.182	19	0	0	0	0	56	1	3	4	8	96	3	5	3	6
1.183	15	0	0	0	1	42	0	1	4	3	78	4	4	3	5
1.184	4	0	0	0	0	17	0	2	0	6	11	0	1	3	2
1.185	3	0	0	0	0	19	0	1	1	4	11	0	1	0	1
1.186	4	0	0	0	0	13	0	0	1	4	7	0	1	0	0
1.187	5	0	0	0	0	33	1	4	1	3	31	1	7	4	0
1.188 AFS/ARTS	26	1	1	2	2	79	2	8	13	12	148	5	27	29	19
1.189	20	0	0	1	0	70	3	3	6	6	103	4	5	8	10
1.190	20	0	0	0	1	41	0	4	4	3	74	3	3	6	7
1.191	20	2	0	0	1	97	4	5	7	7	125	4	9	11	8
1.192	10	1	0	1	0	49	1	2	4	6	80	7	3	10	6

AESTHETICS – FINE ARTS

1.193 Appreciate the contribution of our cultural and artistic heritage to our way of life.
1.194 Learn to enjoy the work and performances of especially talented artists.
1.195 Learn to appreciate the beauties of nature.
1.196 Learn to appreciate architectural beauty.
1.197 Develop a knowledge of various folk arts and folk music.

SELF-ESTEEM AND SELF-DEVELOPMENT

1.198 Develop pride in work and a feeling of self-worth.
1.199 Develop a feeling of student pride in his achievements and progress.
1.200 Develop self-understanding and self-awareness.
1.201 Develop the student's feeling of positive self-worth, security, and self-assurance.
1.202 Achieve self-realization by maximizing the fulfillment of one's potential.
1.203 Become a whole person by the integration of one's feelings, thoughts, and actions.
1.204 Understand human reactions in a variety of emotional situations such as love, sorrow, stress, depression, joy, sexual relation, anger, anxiety.
1.205 Be willing to try new experiences and take reasonable risks.
1.206 Be aware of changes in self brought about by maturation and education.
1.207 Be in possession of self-control.
1.208 Develop the self-confidence to take the initiative to change one's conditions of existence.
1.209 Understand and appreciate one's experience as a member of the community in which one lives.
1.210 Understand and take pride in one's own cultural and ethnic background.
1.211 Develop the ability to understand oneself in relation to the environment, and the extent of one's control over one's future.

HEALTH AND SAFETY

1.212 Practice and understand the ideas of health and safety.
1.213 Establish an effective individual physical fitness program.
1.214 Develop an understanding of good physical health and well being.
1.215 Establish sound personal health habits and information.
1.216 Develop a concern for public health and safety.
1.217 Value good health and well-being.
1.218 Be able to recognize symptoms of poor physical or mental health.
1.219 Have good nutritional and cleansing habits.
1.220 Exercise regularly and get adequate rest.
1.221 Take reasonable precautions for the safety of oneself.
1.222 Know the physical and social consequences of smoking and alcoholism.
1.223 Know the physical and social consequences of drug abuse.
1.224 Be knowledgeable about the causes and prevention of disease.

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	GOALS	PG1	PG2	PG3	PG4	GOALS	PG1	PG2	PG3	PG4	GOALS	PG1	PG2	PG3	PG4
1.193	14	0	0	0	0	41	0	3	3	4	35	0	3	3	1
1.194	9	0	0	0	1	33	0	1	3	5	20	0	0	3	3
1.195	9	0	0	0	0	22	0	0	1	2	16	2	1	3	2
1.196	4	0	0	0	0	12	0	1	0	2	6	0	0	2	0
1.197	1	0	0	0	0	12	0	1	0	3	9	0	1	3	0
1.198 SELF-EST	17	7	1	1	0	78	30	4	0	0	191	80	12	9	2
1.199	9	0	0	0	0	45	7	2	0	0	94	17	7	5	2
1.200	18	3	0	0	0	74	12	3	1	1	111	19	3	4	2
1.201	21	4	0	0	0	96	23	3	1	0	133	27	7	5	4
1.202	16	0	1	0	0	43	6	2	0	3	53	6	3	3	0
1.203	6	0	0	1	0	27	6	0	2	2	31	6	1	2	1
1.204	10	2	0	0	0	24	3	1	1	1	23	2	0	0	0
1.205	5	0	0	0	0	21	5	1	0	1	17	4	0	1	2
1.206	3	0	0	0	0	13	3	0	1	0	12	4	0	1	0
1.207	8	0	0	0	0	22	6	2	0	1	34	4	6	2	0
1.208	7	1	0	0	0	29	6	2	1	1	23	9	3	1	0
1.209	6	0	0	0	0	29	4	2	1	0	30	4	1	1	0
1.210	5	0	0	0	0	23	5	1	0	0	15	4	3	1	0
1.211	8	0	0	0	0	40	8	2	0	0	35	5	1	1	1
1.212 HEAL/SAF	23	2	1	3	0	78	5	16	14	2	186	9	35	45	11
1.213	24	2	0	2	1	66	4	5	7	3	126	8	12	10	4
1.214	23	2	1	1	0	99	7	5	8	2	177	8	9	15	6
1.215	16	2	1	0	0	65	4	6	4	2	107	5	7	10	3
1.216	10	2	0	0	0	42	2	3	4	3	74	3	6	8	1
1.217	11	0	0	0	0	41	3	0	3	1	32	0	4	3	0
1.218	9	0	0	0	0	41	6	2	3	1	41	0	3	3	0
1.219	10	0	0	0	0	22	4	1	2	0	20	1	4	2	0
1.220	6	0	0	0	0	15	2	0	2	0	11	0	2	1	0
1.221	5	0	0	0	0	21	3	1	2	0	11	1	3	1	1
1.222	5	0	0	0	0	23	3	0	2	1	26	0	2	2	0
1.223	12	0	2	1	0	29	4	2	3	1	47	4	2	3	3
1.224	5	0	0	0	0	27	3	2	3	1	19	0	2	0	1
TOTAL INSTRUC	2136	106	82	47	26	8250	1039	584	440	386	12541	1803	1053	849	523

COMMUNICATION

2.1 Report student progress on a regular basis to parents and students.

2.2 Assure adequate articulation and communication among age and grade levels, schools, districts, and other educational institutions.

2.3 Establish effective communication between parents, teachers, students, and community.

DECISION-MAKING

2.4 Provide each school with sufficient autonomy to establish programs suitable to their school-community.

2.5 Establish advisory councils at each school.

2.6 Involvement of representatives of all segments of the school-community in decision making.

2.7 Provide for administrative decentralization.

2.8 Improve Board-Superintendent relations.

2.9 Utilize a valid information base in making decisions.

EDUCATIONAL PROGRAMS

2.10 Provide programs and services to meet health, counseling, psychological, welfare and attendance, and special educational needs of pupils.

2.11 Provide opportunities for students to participate in community activities, including community service and work experience.

2.12 Provide a variety of extra-curricular activities.

2.13 Provide all students with equal educational opportunities.

2.14 Establish a program of early childhood education.

2.15 Develop educational programs to reduce dropouts.

2.16 Provide a program of bi-lingual education for non-English speaking pupils.

2.17 Develop educational programs to increase attendance.

2.18 Provide programs and services for special education.

2.19 Provide programs and services for general education.

2.20 Provide programs and services for pupil personnel services.

2.21 Provide programs and services for vocational education.

2.22 Provide ethnic studies programs.

PROGRAM EVALUATION

2.23 Provide for accountability through a system of research, program planning and development, evaluation and modification, and reporting to the community.

2.24 Provide feedback for public examination and redirection of the educational programs.

2.25 Should help individual students, teachers, parents, and other school community members learn about themselves and their relationship to others.

UTILIZATION OF RESOURCES

2.26 Utilize local, state, and federal resources to provide personnel, programs, materials, and facilities to assist all students in meeting the educational objectives adopted by themselves, the district, and their own school.

2.27 Provide leadership and resources to develop programs, utilizing the services of community citizens and agencies.

2.28 Improve transportation service for pupils.

2.29 Utilize services of community volunteer organizations.

2.30 Improve food services for pupils.

2.31 Provide resources and opportunities appropriate to meet the special needs of disadvantaged youth.

2.32 Provide free lunches for needy pupils.

CALIFORNIA SCHOOL DISTRICTS
GOALS, SUBGOALS AND PRIORITIES
614 DISTRICTS NOT MEETING CRITERIA
FALL 1974

GOALS CATALOG CODE/LOCATOR	URBAN DISTRICTS 44 DISTRICTS (7 PCT) GOALS	PG1	PG2	PG3	PG4	SUBURBAN DISTRICTS 166 DISTRICTS (27 PCT) GOALS	PG1	PG2	PG3	PG4	RURAL DISTRICTS 404 DISTRICTS (66 PCT) GOALS	PG1	PG2	PG3	PG4
INSTITUTIONAL															
2. 1 COMMUN	6	1	1	0	0	11	3	1	2	0	45	9	5	7	3
2. 2	5	1	0	0	0	15	3	0	2	0	45	12	3	3	6
2. 3	13	1	1	0	0	37	7	3	1	0	98	37	10	3	2
2. 4 DEC-MAK	6	0	1	0	0	12	0	3	1	0	28	7	2	2	4
2. 5	1	0	0	0	0	6	0	2	0	0	16	4	1	1	0
2. 6	7	0	0	1	0	22	1	3	2	2	34	8	6	3	3
2. 7	1	0	0	0	0	3	0	0	1	0	5	2	1	0	1
2. 8	2	0	0	0	0	1	1	0	0	0	4	2	0	0	1
2. 9	3	0	0	0	0	6	0	0	0	0	15	2	3	1	1
2. 10 ED PROG	14	1	1	0	1	35	6	6	1	0	81	17	10	7	6
2. 11	5	0	1	0	0	15	1	2	0	0	21	3	1	3	2
2. 12	7	0	1	0	1	14	2	1	1	2	33	7	2	7	1
2. 13	5	0	0	0	0	14	1	1	0	0	47	12	5	1	5
2. 14	0	0	0	0	0	3	1	1	0	0	16	6	1	0	0
2. 15	2	0	0	0	0	5	1	0	1	0	11	2	0	2	1
2. 16	2	0	1	0	0	4	0	0	1	1	19	2	7	2	0
2. 17	1	0	0	0	0	3	0	0	1	0	9	2	2	0	0
2. 18	3	1	1	0	0	6	1	1	0	0	24	3	6	3	1
2. 19	6	0	0	0	0	15	3	0	0	0	25	9	3	2	0
2. 20	5	0	0	0	0	9	3	0	2	0	24	3	8	0	2
2. 21	11	2	1	0	0	21	3	1	1	0	43	12	3	6	2
2. 22	2	0	0	0	0	7	0	1	0	0	4	2	0	0	0
2. 23 PR EVAL	4	0	0	0	0	17	3	0	2	1	35	2	5	6	0
2. 24	6	1	0	0	0	13	1	1	0	1	17	3	7	0	0
2. 25	8	0	0	0	0	14	0	2	2	0	27	4	3	1	2
2. 26 UTIL RES	12	1	0	1	1	24	0	4	3	0	59	17	7	9	3
2. 27	6	1	0	1	1	22	3	2	2	0	38	11	6	7	1
2. 28	2	0	0	1	0	3	1	0	0	1	15	1	2	6	2
2. 29	3	0	0	2	0	2	1	1	0	0	16	2	6	3	1
2. 30	2	0	0	0	0	1	0	0	0	0	16	0	4	3	4
2. 31	4	0	0	0	1	6	2	1	1	0	20	3	9	1	0
2. 32	0	0	0	0	0	0	0	0	0	0	14	0	3	3	1

PERSONNEL

2.33 Provide for a systematic process of personnel selection and evaluation.

2.34 Provide adequate resources and adopt policies for the improvement and upgrading of all staff.

2.35 Adopt employment policies which include an affirmative action plan for assuring reasonable ethnic balance among district staff.

2.36 Get rid of ineffective teachers.

2.37 Get rid of ineffective administrators.

SCHOOL ORGANIZATION PROCEDURES AND ENVIR.

2.38 Allow and encourage the establishment of alternative learning opportunities.

2.39 Provide open classrooms.

2.40 Provide non-graded instruction.

2.41 Provide integrated education.

2.42 Maintain discipline.

2.43 Provide traditional programs.

2.44 Provide equal educational opportunities.

2.45 Provide pupils options among educational courses, activities, and experiences.

2.46 Prevent violence.

2.47 Establish year-around schools.

2.48 Utilize team teaching.

2.49 Establish a flexible system of class scheduling.

2.50 Establish individualized instruction to meet each student needs.

2.51 Provide an educational environment that allows each student the opportunity to maximize his/her potential.

FACILITIES & GROUNDS

2.52 Provide facilities for general and special educational needs.

2.53 Provide adequate facilities for recreation, physical exercise, and competitive athletics.

2.54 Provide facilities to enhance learning activities, such as libraries, media centers, open space, etc.

2.55 Provide adequate and safe playgrounds and equipment to meet the needs of the school-community.

CALIFORNIA SCHOOL DISTRICTS
GOALS, SUBGOALS AND PRIORITIES
614 DISTRICTS NOT MEETING CRITERIA
FALL 1974

GOALS CATALOG CODE/LOCATOR	URBAN DISTRICTS 44 DISTRICTS (7 PCT) GOALS	PG1	PG2	PG3	PG4	SUBURBAN DISTRICTS 166 DISTRICTS (27 PCT) GOALS	PG1	PG2	PG3	PG4	RURAL DISTRICTS 404 DISTRICTS (66 PCT) GOALS	PG1	PG2	PG3	PG4
2. 33 PERSONNE	8	1	0	0	0	15	3	0	2	1	65	21	7	4	2
2. 34	8	2	0	0	0	18	2	3	1	0	63	19	9	5	4
2. 35	2	0	0	0	0	2	1	0	0	0	14	2	1	2	0
2. 36	3	1	0	0	0	2	0	0	1	1	10	3	0	2	1
2. 37	2	0	0	0	0	2	0	0	1	0	6	2	0	0	0
2. 38 ORG/ENV	6	0	0	0	0	28	4	2	2	1	28	4	6	6	1
2. 39	0	0	0	0	0	2	1	0	0	1	1	0	0	0	1
2. 40	0	0	0	0	0	2	1	0	0	0	5	1	1	0	2
2. 41	1	0	0	0	0	5	1	0	0	0	3	0	1	0	1
2. 42	5	1	1	0	0	10	3	0	1	0	58	21	5	6	1
2. 43	2	0	0	0	0	2	1	0	0	0	10	3	1	1	0
2. 44	2	0	0	0	0	7	1	2	0	1	17	5	4	1	0
2. 45	8	1	0	1	0	26	4	2	2	0	24	6	4	3	1
2. 46	1	0	0	0	0	4	2	0	1	0	5	1	1	0	1
2. 47	0	0	0	0	0	0	0	0	0	0	3	0	1	0	0
2. 48	1	0	0	0	0	2	1	1	0	0	5	1	1	0	2
2. 49	2	0	1	0	0	6	3	1	0	0	16	2	4	1	1
2. 50	7	1	0	0	0	32	7	1	0	0	73	17	11	1	3
2. 51	17	2	0	0	0	58	10	2	1	1	98	20	12	5	3
2. 52 FACIL	7	1	0	0	0	26	4	4	1	1	48	8	8	7	2
2. 53	5	1	0	0	0	14	0	3	0	1	37	5	8	5	2
2. 54	7	1	0	0	0	19	2	4	1	1	52	7	6	10	7
2. 55	5	1	0	0	0	9	0	2	1	0	30	3	5	5	6
TOTAL INSTIT	253	23	11	7	5	657	99	64	42	17	1575	357	227	156	96
UNDEFINED	45	0	3	1	1	339	11	13	12	6	181	9	7	9	8
GRAND TOTAL	2434	129	96	55	32	9252	1149	661	494	409	14297	2169	1287	1014	627

CITIZENSHIP

1.1 Learn how to be a good citizen.
1.2 Develop an awareness of civic rights and responsibilities.
1.3 Develop attitudes for productive citizenship in a democracy.
1.4 Develop an attitude of respect for personal and public property.
1.5 Develop an understanding of the obligations and responsibilities of citizenship.
1.6 Acquire the skills, knowledge and values necessary for responsible citizenship.
1.7 Know the main structures and functions of our government and political processes.
1.8 Understand that productive citizenship involves effort to assure good government.
1.9 Comprehend the nature and purpose of governments.
1.10 Live within the law.
1.11 Strive to eliminate prejudice in our society whether based on sex, religious belief, race, nationality, ethnic identification, or age.

IDEALS OF DEMOCRACY

1.12 Understand and practice democratic ideas and ideals.
1.13 Develop loyalty to American democratic ideals.
1.14 Develop patriotism and loyalty to ideals of democracy.
1.15 Develop knowledge and appreciation of the rights and privileges in our democracy.
1.16 Develop an understanding of our American heritage.
1.17 Understand and appreciate the ideals and principles underlying the American democracy.
1.18 Develop patriotism and loyalty to America.
1.19 Understand the democratic political system.
1.20 Be able to compare the democratic political system with other political systems.
1.21 Acquire the skills necessary to adapt and adjust to living in a democratic society.

FAMILY LIVING

1.22 Understand and practice the skills of family living.
1.23 Develop understanding and appreciation of the principles of living in the family group.
1.24 Develop attitudes leading to acceptance of responsibilities as family members.
1.25 Develop an awareness of future family responsibilities and achievement of skills in prepering to accept them.
1.26 Understand the roles and responsibilities of different family members.
1.27 Learn about factors that strengthen and weaken family ties.
1.28 Understand sexual expression in marriage.
1.29 Understand the aims and means of family planning.
1.30 Understand the physical, emotional, and social ramifications of extra-marital sex.
1.31 Know about human reproduction, prenatal development, and birth.
1.32 Know about the stages of human growth and development from infancy to death.
1.33 Understand and be prepared to accept future parental responsibility for children's care, education, and upbringing.

SOCIAL RELATIONSHIPS

1.34 Learn to respect and get along with people with whom we work and live.
1.35 Develop appreciation and respect for the worth and dignity of individuals.
1.36 Develop respect for individual worth and understanding of minority opinions and acceptance of majority decisions.
1.37 Develop a cooperative attitude toward living and working with others.
1.38 Acquire habits and attitudes which have proven value to social relations.
1.39 Understand the interdependence of people.
1.40 Contribute to the improvement of the world.
1.41 Be able to adjust to the changing demands of society.
1.42 Be able to establish and enjoy close personal relationships.
1.43 Recognize feelings and expressions of emotion as a component of human relationships.
1.44 Take responsibility for oneself and not be overly dependent on others.
1.45 Acquire skill in group discussion and meetings.
1.46 Share one's own ideas, opinions, and feelings with others.
1.47 Give due credit to people who have helped one achieve something.
1.48 Be prepared for roles of leader and follower, and be able to accept frustration and defeat as well as success and winning.
1.49 Learn to enjoy the achievements of one's friends and associates.
1.50 Enjoy collaboration with others in joint enterprises.

INTER–CULTURAL RELATIONSHIPS

1.51 Learn how to respect and get along with people who think, dress and act differently.
1.52 Develop an appreciation for and an understanding of other people and other cultures.
1.53 Develop an understanding of political, economic, and social patterns of the rest of the world.
1.54 Develop awareness of the interdependence of races, creeds, nations and cultures.
1.55 Develop an awareness of the processes of group relationships.
1.56 Support the existence of a variety of lifestyles in America.
1.57 Seek relationships with people from other economic, ethnic, and social groups.
1.58 Seek to learn about other cultures by experiencing them.
1.59 Understand how groups with different cultures or values can interrelate effectively.
1.60 Understand how groups with cultures and values quite different from one's own contribute to one's total cultural heritage.

BASIC SKILLS

1.61 Develop skills in reading, writing, speaking and listening.
1.62 Develop ability to communicate ideas and feelings effectively.
1.63 Develop skills in oral and written English.
1.64 Have reading comprehension skills, which include retaining information, seeing implications, making inferences, and arriving at generalizations and conclusions.
1.65 Have oral reading and word attack skills, including phonetics.

CALIFORNIA SCHOOL DISTRICTS
GOALS, SUBGOALS AND PRIORITIES
210 DISTRICTS NOT MEETING CRITERIA
TOTAL ETHNIC ENROLLMENT ABOVE 25 PERCENT
FALL 1974

GOALS CATALOG CODE/LOCATOR	GOALS	PG1	PG2	PG3	PG4
INSTRUCTIONAL					
1. 1 CITIZEN	76	16	20	2	1
1. 2	59	8	5	3	0
1. 3	43	5	3	3	0
1. 4	59	10	6	3	1
1. 5	74	6	6	2	1
1. 6	52	5	5	0	1
1. 7	18	1	1	0	0
1. 8	19	2	1	0	1
1. 9	11	0	1	0	1
1. 10	26	2	2	0	1
1. 11	28	4	2	2	2
1. 12 DEMOC ID	75	4	18	13	2
1. 13	27	2	4	2	0
1. 14	30	2	3	2	0
1. 15	56	2	5	2	0
1. 16	52	2	5	3	1
1. 17	28	2	1	1	1
1. 18	22	2	3	3	1
1. 19	17	2	2	0	0
1. 20	20	2	2	0	0
1. 21	36	3	3	0	0
1. 22 FAM LIV	60	2	6	18	7
1. 23	39	1	1	5	0
1. 24	31	0	1	4	0
1. 25	25	0	1	3	1
1. 26	20	0	0	3	0
1. 27	7	0	0	2	0
1. 28	5	0	0	1	0
1. 29	3	0	0	1	0
1. 30	6	0	1	1	0
1. 31	17	1	1	2	0
1. 32	16	1	0	3	1
1. 33	11	0	0	2	0
1. 34 SOC REL	108	22	20	7	1
1. 35	91	12	4	6	1
1. 36	56	9	2	3	1
1. 37	72	8	5	7	1
1. 38	30	4	1	0	1
1. 39	28	6	0	1	1
1. 40	17	2	1	0	2
1. 41	22	5	0	0	2
1. 42	19	4	0	1	1
1. 43	17	3	2	1	2
1. 44	22	5	0	0	1
1. 45	12	3	0	1	0
1. 46	15	4	0	1	1
1. 47	9	2	0	1	0
1. 48	20	1	2	0	0
1. 49	9	2	0	0	0
1. 50	12	3	0	2	0
1. 51 INT-CULT	64	8	7	10	2
1. 52	94	13	7	4	3
1. 53	33	3	4	0	0
1. 54	34	4	4	1	0
1. 55	29	3	3	3	0
1. 56	17	3	2	2	0
1. 57	18	3	2	0	2
1. 58	12	2	1	1	0
1. 59	24	2	3	3	0
1. 60	50	3	4	2	3
1. 61 BASIC SK	169	59	7	0	0
1. 62	79	11	3	2	0
1. 63	69	18	2	2	1
1. 64	50	16	2	1	0
1. 65	33	10	1	1	0

BASIC SKILLS

1.66 Read for information and pleasure.
1.67 Learn study skills.
1.68 Have proficiency in written expression.
1.69 Speak fluent and clear English.
1.70 Have good listening skills.
1.71 Utilize non-verbal means of communication.
1.72 Have motor, sensory, and memory skills appropriate to one's age and growth level.
1.73 Have legible penmanship.
1.74 Be able to spell.
1.75 Recognize types and effects of mass communication.
1.76 Be able to apply the fundamental arithmetic operations with whole numbers, fractions, decimals, and percents, and understand common mathematical symbols.
1.77 Be able to apply mathematics to the solution of problems encountered in daily living.
1.78 Develop skills in the use of other languages.
1.79 Learn about computer languages.
1.80 Develop writing as a means of self-expression.

GENERAL KNOWLEDGE

1.81 Gain a general education.
1.82 Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences.
1.83 Develop a fund of information and concepts.
1.84 Develop special interests and abilities.
1.85 Have knowledge of mathematical concepts, definitions, symbols, and operations.
1.86 Understand the contribution of mathematics and science to technological and economic progress.
1.87 Understand elements of art and music.
1.88 Develop rational skills for scientific problem-solving, including divergent and convergent thinking, induction and deduction, hypothesizing, testing and observing, analysis, synthesis, and valuing.
1.89 Be able to speak convincingly and effectively.
1.90 Recognize and read various styles and forms of good literature.
1.91 Understand the contributions of sub-cultures to American society.
1.92 Understand governmental and political systems.
1.93 Understand the political, economic, and social problems throughout the world.
1.94 Understand the major records of history, anthropology, and past cultures.
1.95 Be knowledgeable about government and social services and how they are supported by taxation.
1.96 Understand the role of business and industry in the United States.
1.97 Be knowledgeable about the role of the United States in world affairs, including foreign military and economic commitments, international trade and relations, and participation in the United Nations.

CHARACTER AND PERSONAL VALUES

1.98 Develop good character and self-respect.
1.99 Develop moral responsibility and a sound ethical and moral behavior.
1.100 Develop the student's capacity to discipline himself to work, study, and play constructively.
1.101 Develop a moral and ethical sense of values, goals, and processes of free society.
1.102 Develop standards of personal character and ideals.
1.103 Possess ethical, moral, social, and spiritual values and use them to make decisions and establish personal goals.
1.104 Be knowledgeable about the major religions, philosophies, and moral and ethical teachings.
1.105 Develop personal discipline.
1.106 Understand the relation of one's personal ethical values to the processes of a free society.
1.107 Behave in accordance with one's standards.
1.108 Appreciate society's moral and ethical values.
1.109 Learn to accept responsibility for one's own behavior.

DECISION-MAKING AND PROBLEM SOLVING

1.110 Learn how to examine and use information.
1.111 Develop ability to examine constructively and creatively.
1.112 Develop ability to use scientific methods.
1.113 Develop reasoning abilities.
1.114 Develop skills to think and proceed logically.
1.115 Be knowledgeable about and use the principles of making decisions and solving problems.
1.116 Understand the role of value judgments in decision-making.
1.117 Understand the role of uncertainty in decision-making.
1.118 Be able to distinguish fact from opinion.
1.119 Be able to invent new approaches to difficult problems.
1.120 Learn to concentrate.
1.121 Know how to use common sources of information.
1.122 Know how to test decisions by the criteria of common sense and reasonable expectation.
1.123 Apply accumulated knowledge, skills, and experience to present day living and planning for the future.

PREPARATION FOR CHANGES

1.124 Learn about and try to understand the changes that take place in the world.
1.125 Develop ability to adjust to the changing demands of society.
1.126 Develop an awareness and the ability to adjust to a changing world and its problems.
1.127 Develop understanding of the past, identify with the present, and the ability to meet the future.
1.128 Understand that the world is continually changing and be able to adapt to such changes.
1.129 Be able to solve personal problems occasioned by change.
1.130 Understand how world problems require social change and personal adjustment for their solution.
1.131 Be open to change and ready to adjust to change.

CALIFORNIA SCHOOL DISTRICTS
GOALS, SUBGOALS AND PRIORITIES
210 DISTRICTS NOT MEETING CRITERIA
TOTAL ETHNIC ENROLLMENT ABOVE 25 PERCENT
FALL 1974

GOALS CATALOG CODE/LOCATOR	GOALS	PG1	PG2	PG3	PG4	GOALS CATALOG CODE/LOCATOR	GOALS	PG1	PG2	PG3	PG4
1. 66	23	5	0	1	0	1. 99	59	6	1	5	0
1. 67	33	5	2	3	1	1.100	60	10	4	5	0
1. 68	25	10	0	0	0	1.101	58	9	2	2	1
1. 69	25	4	0	1	1	1.102	34	4	1	1	0
1. 70	29	5	1	2	0	1.103	49	3	2	2	0
1. 71	12	3	1	1	0	1.104	9	0	2	0	0
1. 72	16	5	0	1	0	1.105	43	6	5	0	0
1. 73	27	7	1	0	0	1.106	31	3	1	0	1
1. 74	29	9	1	0	0	1.107	14	1	1	0	0
1. 75	9	3	0	0	0	1.108	18	1	2	0	1
1. 76	96	21	3	3	0	1.109	44	6	2	1	2
1. 77	49	10	1	3	0	1.110 PROB SOL	62	20	15	1	1
1. 78	30	5	2	0	1	1.111	56	8	3	3	0
1. 79	6	2	0	0	0	1.112	34	6	2	0	0
1. 80	22	5	0	0	0	1.113	51	8	2	2	0
1. 81 GEN KNOW	76	37	0	2	0	1.114	60	5	5	4	0
1. 82	74	12	3	2	2	1.115	47	6	2	2	2
1. 83	35	7	2	0	0	1.116	18	2	1	1	0
1. 84	34	5	1	2	1	1.117	7	0	1	0	1
1. 85	37	9	1	1	0	1.118	16	2	0	0	0
1. 86	18	4	0	0	0	1.119	15	1	0	0	1
1. 87	23	2	2	0	1	1.120	2	1	0	0	0
1. 88	49	5	3	0	0	1.121	16	0	1	0	0
1. 89	12	2	0	1	0	1.122	10	1	1	0	0
1. 90	12	3	0	0	1	1.123	33	2	1	2	0
1. 91	24	3	2	0	0	1.124 CHANGE	48	3	12	11	6
1. 92	22	2	2	0	1	1.125	49	2	5	2	3
1. 93	29	2	2	0	0	1.126	40	2	1	1	4
1. 94	31	4	2	0	0	1.127	27	1	2	1	2
1. 95	10	1	1	0	1	1.128	21	2	0	2	2
1. 96	16	0	0	0	1	1.129	14	0	0	1	2
1. 97	24	1	1	0	1	1.130	10	0	0	1	1
1. 98 CHAR/VAL	65	31	9	1	0	1.131	13	0	1	1	1

PREPARATION FOR CHANGES

1.132 Understand the principles of conflict resolution, weighing of evidence, negotiation, and reasonable compromise.
1.133 Be aware of the influence of others as one establishes values and makes decisions.

PREP. FOR ENTERING THE WORLD OF WORK

1.134 Develop skills to enter a specific field of work.
1.135 Develop abilities and skills needed for immediate employment.
1.136 Develop an awareness of opportunities and requirements related to a specific field of work.
1.137 Develop an appreciation of good workmanship.
1.138 Understand the value of work to society, to one's personal development, and to preparation for a career.
1.139 Have general knowledge and specific information about vocations of interest to oneself.
1.140 Know how to get and hold a job.

ABILITY TO MAKE JOB SELECTIONS

1.141 Gain information needed to make job selections.
1.142 Promote self-understanding and self-direction in relation to student's occupational interests.
1.143 Develop the ability to use information and counseling services related to the selection of a job.
1.144 Develop a knowledge of specific information about a particular vocation.
1.145 Appreciate the importance of work to self-fulfillment and happiness.
1.146 Have the abilities, attitudes, and skills necessary for realizing a productive and useful career.
1.147 Know enough about oneself to make an appropriate career choice.
1.148 Understand career ladders and how one can continually upgrade skills and abilities to obtain more satisfying work.
1.149 Appreciate the satisfactions of superior performance.
1.150 Be able to relate changes in society to changing career opportunities.
1.151 Integrate work and family responsibilities in a satisfactory fashion.

MANAGEMENT OF RESOURCES

1.152 Learn how to be a good manager of money , property, and resources.
1.153 Develop an understanding of economic principles and responsibilities.
1.154 Develop ability and understanding in personal buying, selling, and investment.
1.155 Develop skills in management of natural and human resources and man's environment.
1.156 Be a careful consumer who utilizes resources efficiently while minimizing environmental damage.
1.157 Work to eliminate air, water, noise, and land pollution.
1.158 Work to protect and preserve the ecological balance of nature.
1.159 Develop a sense of responsibility for personal and public property.
1.160 Work to protect natural resources.
1.161 Not waste one's own and others' time.
1.162 Understand the effects of technology and population growth on the environment.
1.163 Use material assets to satisfy basic needs and pursue personal and family goals.
1.164 Understand the value of human resources.

DESIRE FOR LEARNING

1.165 Develop a desire for learning now and in the future.
1.166 Develop intellectual curiosity and eagerness for lifelong learning.
1.167 Develop a positive attitude toward learning.
1.168 Develop a positive attitude toward continuing independent education.
1.169 Recognize learning as a continuous process for self-development.
1.170 Experience satisfaction in gaining new information and skills.
1.171 Assume personal responsibility for independent learning.
1.172 Recognize that personal growth and knowledge can contribute to the learning of others.
1.173 Apply accumulated knowledge, skills, and experience to every day living.
1.174 Seek new learning experiences.
1.175 Desire to achieve at one's level of age and ability.
1.176 Be inquisitive about natural phenomena and puzzling events.
1.177 Develop a program for realizing personal and family goals.
1.178 Learn how to evaluate one's progress.
1.179 Learn how to identify one's needs.

LEISURE TIME

1.180 Learn how to use leisure time.
1.181 Develop ability to use leisure time productively.
1.182 Develop a positive attitude toward participation in a range of leisure time activities–physical, intellectual, and creative.
1.183 Develop appreciation and interests which will lead to wise and enjoyable use of leisure time.
1.184 Recognize that happiness is pursued and realized in many ways.
1.185 Understand the necessity for an appropriate balance between work and leisure.
1.186 Understand the contribution of leisure and relaxation to effective work.
1.187 Learn games and skills which will enable one to join the leisure time activities of others.

AESTHETICS – FINE ARTS

1.188 Appreciate culture and beauty in the world.
1.189 Develop abilities for effective expression of ideas and cultural appreciation (fine arts).
1.190 Cultivate appreciation for beauty in various forms.
1.191 Develop creative self-expression through various media (art, music, writing, etc.).
1.192 Develop special talents in music, art, literature and foreign languages.
1.193 Appreciate the contribution of our cultural and artistic heritage to our way of life.
1.194 Learn to enjoy the work and performances of especially talented artists.
1.195 Learn to appreciate the beauties of nature.
1.196 Learn to appreciate architectural beauty.
1.197 Develop a knowledge of various folk arts and folk music.

CALIFORNIA SCHOOL DISTRICTS
GOALS, SUBGOALS AND PRIORITIES
210 DISTRICTS NOT MEETING CRITERIA
TOTAL ETHNIC ENROLLMENT ABOVE 25 PERCENT
FALL 1974

GOALS CATALOG CODE/LOCATOR	GOALS	PG1	PG2	PG3	PG4	GOALS CATALOG CODE/LOCATOR	GOALS	PG1	PG2	PG3	PG4
1.132	10	0	0	1	1	1.165 DES LEAR	76	31	9	4	0
1.133	6	0	1	1	0	1.166	54	8	4	0	1
1.134 PREP WRK	73	8	10	3	15	1.167	53	7	5	3	2
1.135	34	4	1	0	2	1.168	33	4	4	0	1
1.136	41	1	1	3	1	1.169	31	8	0	0	2
1.137	31	1	0	2	1	1.170	12	2	1	0	0
1.138	41	2	5	2	1	1.171	26	6	2	0	0
1.139	40	3	1	3	1	1.172	8	3	0	0	0
1.140	24	1	1	0	1	1.173	15	3	0	0	0
1.141 JOB SEL	54	3	6	9	10	1.174	11	2	0	0	0
1.142	30	3	0	3	0	1.175	14	3	1	0	0
1.143	31	1	0	1	1	1.176	7	2	0	0	0
1.144	24	3	0	2	1	1.177	7	2	0	0	0
1.145	20	3	0	1	2	1.178	11	2	0	0	0
1.146	35	4	1	1	2	1.179	8	2	0	0	0
1.147	23	2	0	1	1	1.180 LEISURE	56	2	4	11	10
1.148	14	1	0	0	1	1.181	39	0	2	3	1
1.149	14	2	0	1	0	1.182	50	0	3	2	2
1.150	18	1	0	0	2	1.183	37	0	2	2	3
1.151	5	2	0	0	0	1.184	7	0	1	1	2
1.152 MGT RES	64	2	4	14	12	1.185	8	0	1	0	1
1.153	43	1	2	2	3	1.186	10	0	1	1	1
1.154	36	1	2	1	4	1.187	27	1	6	1	1
1.155	44	0	0	2	4	1.188 AES/ARTS	78	4	10	9	12
1.156	17	1	0	1	0	1.189	57	1	1	4	6
1.157	7	1	0	0	0	1.190	36	0	1	2	4
1.158	24	1	0	2	0	1.191	73	2	2	6	6
1.159	14	0	0	2	0	1.192	39	3	0	6	5
1.160	16	0	0	0	0	1.193	29	0	0	2	1
1.161	7	1	0	1	0	1.194	23	0	0	2	3
1.162	15	0	0	0	0	1.195	13	1	0	1	1
1.163	3	0	0	0	0	1.196	8	0	0	1	1
1.164	11	0	0	0	1	1.197	7	0	1	1	1

SELF-ESTEEM AND SELF-DEVELOPMENT

1.198 Develop pride in work and a feeling of self-worth.
1.199 Develop a feeling of student pride in his achievements and progress.
1.200 Develop self-understanding and self-awareness.
1.201 Develop the student's feeling of positive self-worth, security, and self-assurance.
1.202 Achieve self-realization by maximizing the fulfillment of one's potential.
1.203 Become a whole person by the integration of one's feelings, thoughts, and actions.
1.204 Understand human reactions in a variety of emotional situations such as love, sorrow, stress, depression, joy, sexual relation, anger, anxiety.
1.205 Be willing to try new experiences and take reasonable risks.
1.206 Be aware of changes in self brought about by maturation and education.
1.207 Be in possession of self-control.
1.208 Develop the self-confidence to take the initiative to change one's conditions of existence.
1.209 Understand and appreciate one's experience as a member of the community in which one lives.
1.210 Understand and take pride in one's own culture and ethnic background.
1.211 Develop the ability to understand oneself in relation to the environment, and the extent of one's control over one's future.

HEALTH AND SAFETY

1.212 Practice and understand the ideas of health and safety.
1.213 Establish an effective individual physical fitness program.
1.214 Develop an understanding of good physical health and well-being.
1.215 Establish sound personal health habits and information.
1.216 Develop a concern for public health and safety.
1.217 Value good health and well-being.
1.218 Be able to recognize symptoms of poor physical or mental health.
1.219 Have good nutritional and cleansing habits.
1.220 Exercise regularly and get adequate rest.
1.221 Take reasonable precautions for the safety of oneself.
1.222 Know the physical and social consequences of smoking and alcoholism.
1.223 Know the physical and social consequences of drug abuse.
1.224 Be knowledgeable about the causes and prevention of disease.

COMMUNICATION

2.1 Report student progress on a regular basis to parents and students.
2.2 Assure adequate articulation and communication among age and grade levels, schools, districts, and other educational institutions.
2.3 Establish effective communication between parents, teachers, students, and community.

DECISION-MAKING

2.4 Provide each school with sufficient autonomy to establish programs suitable to their school-community.
2.5 Establish advisory councils at each school.
2.6 Involvement of representatives of all segments of the school-community in decision making.
2.7 Provide for administrative decentralization.
2.8 Improve Board-Superintendent relations.
2.9 Utilize a valid information base in making decisions.

EDUCATIONAL PROGRAMS

2.10 Provide programs and services to meet health, counseling, psychological, welfare and attendance, and special educational needs of pupils.
2.11 Provide opportunities for students to participate in community activities, including community service and work experience.
2.12 Provide a variety of extra-curricular activities.
2.13 Provide all students with equal educational opportunities.
2.14 Establish a program of early childhood education.
2.15 Develop educational programs to reduce dropouts.
2.16 Provide a program of bi-lingual education for non-English speaking pupils.
2.17 Develop educational programs to increase attendance.
2.18 Provide programs and services for special education.
2.19 Provide programs and services for general education.
2.20 Provide programs and services for pupil personnel services.
2.21 Provide p-grams and services for vocational education.
2.22 Provide ethnic studies programs.

PROGRAM EVALUATION

2.23 Provide for accountability through a system of research, program planning and development, evaluation and modification, and reporting to the community.
2.24 Provide feedback for public examination and redirection of the educational programs.
2.25 Should help individual students, teachers, parents, and other school community members learn about themselves and their relationship to others.

UTILIZATION OF RESOURCES

2.26 Utilize local, state, and federal resources to provide personnel, programs, materials, and facilities to assist all students in meeting the educational objectives adopted by themselves, the district, and their own school.
2.27 Provide leadership and resources to develop programs, utilizing the services of community citizens and agencies.
2.28 Improve transportation service for pupils.
2.29 Utilize services of community volunteer organizations.
2.30 Improve food services for pupils.
2.31 Provide resources and opportunities appropriate to meet the special needs of disadvantaged youth.
2.32 Provide free lunches for needy pupils.

PERSONNEL

2.33 Provide for a systematic process of personnel selection and evaluation.
2.34 Provide adequate resources and adopt policies for the improvement and upgrading of all staff.

CALIFORNIA SCHOOL DISTRICTS
GOALS, SUBGOALS AND PRIORITIES
210 DISTRICTS NOT MEETING CRITERIA
TOTAL ETHNIC ENROLLMENT ABOVE 25 PERCENT
FALL 1974

GOALS CATALOG CODE/LOCATOR	GOALS	PG1	PG2	PG3	PG4
1.198 SELF-EST	85	35	6	5	0
1.199	41	5	4	1	0
1.200	63	10	3	1	1
1.201	83	16	3	2	2
1.202	39	4	1	2	1
1.203	25	4	0	2	2
1.204	20	1	1	0	0
1.205	7	2	0	0	1
1.206	8	2	0	0	0
1.207	17	2	1	1	0
1.208	18	5	1	0	1
1.209	19	2	1	0	0
1.210	19	2	1	0	0
1.211	31	5	2	1	0
1.212 HEAL/SAF	87	8	19	15	2
1.213	62	5	4	5	1
1.214	95	6	4	8	3
1.215	59	3	4	5	1
1.216	40	2	2	6	1
1.217	23	3	0	3	0
1.218	33	3	1	2	0
1.219	19	3	1	1	0
1.220	13	2	0	1	0
1.221	14	3	1	1	0
1.222	20	2	0	1	0
1.223	33	6	1	2	2
1.224	16	2	0	1	1
TOTAL INSTRUC	7313	985	486	411	245
INSTITUTIONAL					
2. 1 COMMUN	34	8	3	3	2
2. 2	30	5	3	1	3
2. 3	70	25	4	1	0
2. 4 DEC-MAK	20	6	2	0	2
2. 5	14	4	1	1	0
2. 6	33	7	3	4	3
2. 7	6	2	1	1	1
2. 8	4	1	0	0	1
2. 9	14	2	2	0	1
2. 10 ED PROG	60	12	10	3	2
2. 11	15	2	1	2	1
2. 12	20	4	2	3	0
2. 13	33	8	2	0	2
2. 14	10	4	0	0	0
2. 15	12	2	0	3	1
2. 16	20	2	5	3	1
2. 17	10	2	2	1	0
2. 18	19	1	4	3	1
2. 19	16	5	0	1	0
2. 20	18	2	4	0	2
2. 21	36	9	3	6	0
2. 22	5	1	1	0	0
2. 23 PR EVAL	30	2	2	6	0
2. 24	19	4	3	0	0
2. 25	22	2	1	0	0
2. 26 UTIL RES	44	11	2	5	2
2. 27	33	7	4	5	2
2. 28	8	1	1	2	0
2. 29	11	1	4	1	1
2. 30	13	0	4	2	0
2. 31	18	4	7	1	0
2. 32	8	0	3	1	0
2. 33 PERSONNE	45	14	3	3	2
2. 34	45	13	6	3	1

PERSONNEL		
	2.35	Adopt employment policies which include an affirmative action plan for assuring reasonable ethnic balance among district staff.
	2.36	Get rid of ineffective teachers.
	2.37	Get rid of ineffective administrators.

SCHOOL ORGANIZATION PROCEDURES AND ENVIR.		
	2.38	Allow and encourage the establishment of alternative learning opportunities.
	2.39	Provide open classrooms.
	2.40	Provide non-graded instruction.
	2.41	Provide integrated education.
	2.42	Maintain discipline.
	2.43	Provide traditional programs.
	2.44	Provide equal educational opportunities.
	2.45	Provide pupils options among educational courses, activities, and experiences.
	2.46	Prevent violence.
	2.47	Establish year-around schools.
	2.48	Utilize team teaching.
	2.49	Establish a flexible system of class scheduling.
	2.50	Establish individualized instruction to meet each student needs.
	2.51	Provide an educational environment that allows each student the opportunity to maximize his/her potential.

FACILITIES & GROUNDS		
	2.52	Provide facilities for general and special educational needs.
	2.53	Provide adequate facilities for recreation, physical exercise, and competitive athletics.
	2.54	Provide facilities to enhance learning activities, such as libraries, media centers, open space, etc.
	2.55	Provide adequate and safe playgrounds and equipment to meet the needs of the school-community.

CALIFORNIA SCHOOL DISTRICTS
GOALS, SUBGOALS AND PRIORITIES
210 DISTRICTS NOT MEETING CRITERIA
TOTAL ETHNIC ENROLLMENT ABOVE 25 PERCENT
FALL 1974

GOALS CATALOG CODE/LOCATOR	GOALS	PG1	PG2	PG3	PG4
2. 35	16	3	1	2	0
2. 36	6	1	0	1	1
2. 37	4	0	0	0	0
2. 38 ORG/ENV	25	3	5	5	1
2. 39	1	0	0	0	1
2. 40	6	1	1	0	2
2. 41	3	0	0	0	1
2. 42	42	12	4	1	1
2. 43	5	1	1	1	0
2. 44	12	3	1	1	0
2. 45	26	5	4	5	0
2. 46	7	2	1	1	1
2. 47	2	0	0	0	0
2. 48	3	1	0	0	1
2. 49	14	3	4	1	1
2. 50	50	12	7	0	3
2. 51	72	16	8	4	1
2. 52 FACIL	42	9	3	6	0
2. 53	26	2	5	2	1
2. 54	39	3	5	7	4
2. 55	22	2	4	4	2
TOTAL INSTIT	1218	252	147	106	52
UNDEFINED	185	10	8	9	6
GRAND TOTAL	8716	1247	641	526	303

CITIZENSHIP

1.1 Learn how to be a good citizen.
1.2 Develop an awareness of civic rights and responsibilities.
1.3 Develop attitudes for productive citizenship in a democracy.
1.4 Develop an attitude of respect for personal and public property.
1.5 Develop an understanding of the obligations and responsibilities of citizenship.
1.6 Acquire the skills, knowledge and values necessary for responsible citizenship.
1.7 Know the main structures and functions of our government and political processes.
1.8 Understand that productive citizenship involves effort to assure good government.
1.9 Comprehend the nature and purpose of governments.
1.10 Live within the law.
1.11 Strive to eliminate prejudice in our society whether based on sex, religious belief, race, nationality, ethnic identification, or age.

IDEALS OF DEMOCRACY

1.12 Understand and practice democratic ideas and ideals.
1.13 Develop loyalty to American democratic ideals.
1.14 Develop patriotism and loyalty to ideals of democracy.
1.15 Develop knowledge and appreciation of the rights and privileges in our democracy.
1.16 Develop an understanding of our American heritage.
1.17 Understand and appreciate the ideals and principles underlying the American democracy.
1.18 Develop patriotism and loyalty to America.
1.19 Understand the democratic political system.
1.20 Be able to compare the democratic political system with other political systems.
1.21 Acquire the skills necessary to adapt and adjust to living in a democratic society.

FAMILY LIVING

1.22 Understand and practice the skills of family living.
1.23 Develop understanding and appreciation of the principles of living in the family group.
1.24 Develop attitudes leading to acceptance of responsibilities as family members.
1.25 Develop an awareness of future family responsibilities and achievement of skills in preparing to accept them.
1.26 Understand the roles and responsibilities of different family members.
1.27 Learn about factors that strengthen and weaken family life.
1.28 Understand sexual expression in marriage.
1.29 Understand the aims and means of family planning.
1.30 Understand the physical, emotional, and social ramifications of extra-marital sex.
1.31 Know about human reproduction, prenatal development, and birth.
1.32 Know about the stages of human growth and development from infancy to death.
1.33 Understand and be prepared to accept future parental responsibility for children's care, education, and upbringing.

SOCIAL RELATIONSHIPS

1.34 Learn to respect and get along with people with whom we work and live.
1.35 Develop appreciation and respect for the worth and dignity of individuals.
1.36 Develop respect for individual worth and understanding of minority opinions and acceptance of majority decisions.
1.37 Develop a cooperative attitude toward living and working with others.
1.38 Acquire habits and attitudes which have proven value to social relations.
1.39 Understand the interdependence of people.
1.40 Contribute to the improvement of the world.
1.41 Be able to adjust to the changing demands of society.
1.42 Be able to establish and enjoy close personal relationships.
1.43 Recognize feelings and expressions of emotion as a component of human relationships.
1.44 Take responsibility for oneself and not be overly dependent on others.
1.45 Acquire skill in group discussion and meetings.
1.46 Share one's own ideas, opinions, and feelings with others.
1.47 Give due credit to people who have helped one achieve something.
1.48 Be prepared for roles of leader and follower, and be able to accept frustration and defeat as well as success and winning.
1.49 Learn to enjoy the achievements of one's friends and associates.
1.50 Enjoy collaboration with others in joint enterprises.

INTER-CULTURAL RELATIONSHIPS

1.51 Learn how to respect and get along with people who think, dress and act differently.
1.52 Develop an appreciation for and an understanding of other people and other cultures.
1.53 Develop an understanding of political, economic, and social patterns of the rest of the world.
1.54 Develop awareness of the interdependence of races, creeds, nations and cultures.
1.55 Develop an awareness of the processes of group relationships.
1.56 Support the existence of a variety of lifestyles in America.
1.57 Seek relationships with people from other economic, ethnic, and social groups.
1.58 Seek to learn about other cultures by experiencing them.
1.59 Understand how groups with different cultures or values can interrelate effectively.
1.60 Understand how groups with cultures and values quite different from one's own contribute to one's total cultural heritage.

BASIC SKILLS

1.61 Develop skills in reading, writing, speaking and listening.
1.62 Develop ability to communicate ideas and feelings effectively.
1.63 Develop skills in oral and written English.
1.64 Have reading comprehension skills, which include retaining information, seeing implications, making inferences, and arriving at generalizations and conclusions.
1.65 Have oral reading and word attack skills, including phonetics.

CALIFORNIA SCHOOL DISTRICTS
GOALS, SUBGOALS AND PRIORITIES
175 DISTRICTS NOT MEETING CRITERIA
AFDC ABOVE 15 PERCENT
FALL 1974

GOALS CATALOG CODE/LOCATOR	GOALS	PG1	PG2	PG3	PG4
INSTRUCTIONAL					
1. 1 CITIZEN	67	12	20	2	2
1. 2	46	5	5	3	0
1. 3	34	3	5	2	0
1. 4	49	10	7	1	0
1. 5	59	6	6	2	1
1. 6	41	4	7	0	1
1. 7	10	0	3	0	0
1. 8	11	0	3	1	1
1. 9	6	0	2	0	0
1. 10	19	2	3	1	0
1. 11	19	3	3	2	2
1. 12 DEMOC ID	58	3	15	13	2
1. 13	20	1	3	2	0
1. 14	24	2	2	2	0
1. 15	38	2	3	2	0
1. 16	46	1	4	6	1
1. 17	14	0	1	1	0
1. 18	9	0	3	2	0
1. 19	11	0	1	2	0
1. 20	14	0	1	0	0
1. 21	28	1	4	0	0
1. 22 FAM LIV	55	1	7	16	8
1. 23	34	2	3	2	1
1. 24	32	1	4	1	1
1. 25	25	0	2	1	2
1. 26	14	0	0	1	1
1. 27	7	0	0	1	1
1. 28	4	0	0	1	0
1. 29	5	0	0	1	1
1. 30	6	1	1	1	0
1. 31	16	0	2	3	2
1. 32	17	2	1	4	2

GOALS CATALOG CODE/LOCATOR	GOALS	PG1	PG2	PG3	PG4
1. 33	9	0	1	1	1
1. 34 SOC REL	90	22	19	8	1
1. 35	65	9	7	4	0
1. 36	43	7	4	2	0
1. 37	53	6	6	6	0
1. 38	19	3	1	0	0
1. 39	19	4	2	1	0
1. 40	11	2	0	0	1
1. 41	15	3	1	0	1
1. 42	10	2	0	1	0
1. 43	9	2	1	0	1
1. 44	11	3	0	0	0
1. 45	10	2	0	2	1
1. 46	15	3	1	2	2
1. 47	7	2	0	1	0
1. 48	22	2	4	1	1
1. 49	6	2	1	0	0
1. 50	7	2	0	2	1
1. 51 INT-CULT	54	7	15	10	1
1. 52	74	11	6	8	1
1. 53	26	3	4	0	0
1. 54	27	4	1	2	0
1. 55	24	3	1	3	0
1. 56	11	2	1	2	0
1. 57	9	2	1	0	0
1. 58	8	1	1	0	0
1. 59	13	1	2	3	0
1. 60	39	3	3	2	2
1. 61 BASIC SK	136	59	3	0	0
1. 62	60	12	0	2	1
1. 63	57	18	1	2	0
1. 64	37	14	1	1	1
1. 65	21	11	1	1	0

BASIC SKILLS

1.66 Read for information and pleasure.
1.67 Learn study skills.
1.68 Have proficiency in written expression.
1.69 Speak fluent and clear English.
1.70 Have good listening skills.
1.71 Utilize non-verbal means of communication.
1.72 Have motor, sensory, and memory skills appropriate to one's age and growth level.
1.73 Have legible penmanship.
1.74 Be able to spell.
1.75 Recognize types and effects of mass communication.
1.76 Be able to apply the fundamental arithmetic operations with whole numbers, fractions, decimals, and percents, and understand common mathematical symbols.
1.77 Be able to apply mathematics to the solution of problems encountered in daily living.
1.78 Develop skills in the use of other languages.
1.79 Learn about computer languages.
1.80 Develop writing as a means of self-expression.

GENERAL KNOWLEDGE

1.81 Gain a general education.
1.82 Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences.
1.83 Develop a fund of information and concepts.
1.84 Develop special interests and abilities.
1.85 Have knowledge of mathematical concepts, definitions, symbols, and operations.
1.86 Understand the contribution of mathematics and science to technological and economic progress.
1.87 Understand elements of art and music.
1.88 Develop rational skills for scientific problem-solving, including divergent and convergent thinking, induction and deduction, hypothesizing, testing and observing, analysis, synthesis, and valuing.
1.89 Be able to speak convincingly and effectively.
1.90 Recognize and read various styles and forms of good literature.
1.91 Understand the contributions of sub-cultures to American society.
1.92 Understand governmental and political systems.
1.93 Understand the political, economic, and social problems throughout the world.
1.94 Understand the major records of history, anthropology, and past cultures.
1.95 Be knowledgeable about government and social services and how they are supported by taxation.
1.96 Understand the role of business and industry in the United States.
1.97 Be knowledgeable about the role of the United States in world affairs, including foreign military and economic commitments, international trade and relations, and participation in the United Nations.

CHARACTER AND PERSONAL VALUES

1.98 Develop good character and self-respect.
1.99 Develop moral responsibility and a sound ethical and moral behavior.
1.100 Develop the student's capacity to discipline himself to work, study, and play constructively.
1.101 Develop a moral and ethical sense of values, goals, and processes of free society.
1.102 Develop standards of personal character and ideals.
1.103 Possess ethical, moral, social, and spiritual values and use them to make decisions and establish personal goals.
1.104 Be knowledgeable about the major religions, philosophies, and moral and ethical teachings.
1.105 Develop personal discipline.
1.106 Understand the relation of one's personal ethical values to the processes of a free society.
1.107 Behave in accordance with one's standards.
1.108 Appreciate society's moral and ethical values.
1.109 Learn to accept responsibility for one's own behavior.

DECISION-MAKING AND PROBLEM SOLVING

1.110 Learn how to examine and use information.
1.111 Develop ability to examine constructively and creatively.
1.112 Develop ability to use scientific methods.
1.113 Develop reasoning abilities.
1.114 Develop skills to think and proceed logically.
1.115 Be knowledgeable about and use the principles of making decisions and solving problems.
1.116 Understand the role of value judgments in decision-making.
1.117 Understand the role of uncertainty in decision-making.
1.118 Be able to distinguish fact from opinion.
1.119 Be able to invent new approaches to difficult problems.
1.120 Learn to concentrate.
1.121 Know how to use common sources of information.
1.122 Know how to test decisions by the criteria of common sense and reasonable expectation.
1.123 Apply accumulated knowledge, skills, and experience to present day living and planning for the future.

PREPARATION FOR CHANGES

1.124 Learn about and try to understand the changes that take place in the world.
1.125 Develop ability to adjust to the changing demands of society.
1.126 Develop an awareness and the ability to adjust to a changing world and its problems.
1.127 Develop understanding of the past, identify with the present, and the ability to meet the future.
1.128 Understand that the world is continually changing and be able to adapt to such changes.
1.129 Be able to solve personal problems occasioned by change.
1.130 Understand how world problems require social change and personal adjustment for their solution.
1.131 Be open to change and ready to adjust to change.

CALIFORNIA SCHOOL DISTRICTS
GOALS, SUBGOALS AND PRIORITIES
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GOALS CATALOG CODE/LOCATOR	GOALS	PG1	PG2	PG3	PG4	GOALS CATALOG CODE/LOCATOR	GOALS	PG1	PG2	PG3	PG4
1. 66	15	5	1	1	0	1. 99	45	3	6	5	2
1. 67	22	4	3	3	1	1.100	56	9	6	6	1
1. 68	17	6	2	0	0	1.101	47	7	4	2	2
1. 69	19	5	0	1	1	1.102	30	3	2	1	1
1. 70	26	6	1	2	0	1.103	32	3	3	2	0
1. 71	8	2	0	1	0	1.104	12	1	3	1	0
1. 72	11	5	1	1	0	1.105	30	3	4	1	0
1. 73	16	4	3	0	0	1.106	18	1	3	0	1
1. 74	22	9	1	0	0	1.107	10	0	2	0	0
1. 75	4	2	0	0	0	1.108	13	1	3	0	1
1. 76	76	19	2	2	0	1.109	29	3	4	1	2
1. 77	36	11	1	2	0	1.110 PROB SOL	55	19	15	0	1
1. 78	21	5	1	2	1	1.111	47	6	5	3	0
1. 79	1	1	0	0	0	1.112	27	3	2	0	0
1. 80	14	3	2	0	1	1.113	37	6	2	2	0
1. 81 GEN KNOW	62	32	2	1	1	1.114	53	4	5	4	0
1. 82	62	12	2	4	2	1.115	34	4	3	2	1
1. 83	23	3	2	0	1	1.116	12	0	2	1	0
1. 84	26	4	0	1	2	1.117	5	0	2	0	0
1. 85	27	9	2	1	0	1.118	11	1	1	0	0
1. 86	10	2	0	1	0	1.119	9	1	2	0	0
1. 87	15	1	2	1	0	1.120	2	0	1	0	0
1. 88	33	6	2	3	0	1.121	10	0	2	0	0
1. 89	7	1	0	1	1	1.122	10	0	4	0	0
1. 90	6	2	1	0	0	1.123	24	2	2	2	0
1. 91	14	2	0	0	0	1.124 CHANGE	41	4	11	10	2
1. 92	17	1	1	2	1	1.125	40	4	3	3	1
1. 93	22	0	1	1	1	1.126	29	3	0	2	2
1. 94	20	1	1	1	0	1.127	22	2	1	1	0
1. 95	3	0	1	0	0	1.128	7	0	0	2	1
1. 96	9	0	0	1	0	1.129	8	1	0	1	0
1. 97	10	0	1	0	0	1.130	5	0	0	1	0
1. 98 CHAR/VAL	57	26	9	1	1	1.131	7	1	0	2	0

PREPARATION FOR CHANGES

1.132 Understand the principles of conflict resolution, weighing of evidence, negotiation, and reasonable compromise.
1.133 Be aware of the influence of others as one establishes values and makes decisions.

PREP. FOR ENTERING THE WORLD OF WORK

1.134 Develop skills to enter a specific field of work.
1.135 Develop abilities and skills needed for immediate employment.
1.136 Develop an awareness of opportunities and requirements related to a specific field of work.
1.137 Develop an appreciation of good workmanship.
1.138 Understand the value of work to society, to one's personal development, and to preparation for a career.
1.139 Have general knowledge and specific information about vocations of interest to oneself.
1.140 Know how to get and hold a job.

ABILITY TO MAKE JOB SELECTIONS

1.141 Gain information needed to make job selections.
1.142 Promote self-understanding and self-direction in relation to student's occupational interests.
1.143 Develop the ability to use information and counseling services related to the selection of a job.
1.144 Develop a knowledge of specific information about a particular vocation.
1.145 Appreciate the importance of work to self-fulfillment and happiness.
1.146 Have the abilities, attitudes, and skills necessary for realizing a productive and useful career.
1.147 Know enough about oneself to make an appropriate career choice.
1.148 Understand career ladders and how one can continually upgrade skills and abilities to obtain more satisfying work.
1.149 Appreciate the satisfactions of superior performance.
1.150 Be able to relate changes in society to changing career opportunities.
1.151 Integrate work and family responsibilities in a satisfactory fashion.

MANAGEMENT OF RESOURCES

1.152 Learn how to be a good manager of money, property, and resources.
1.153 Develop an understanding of economic principles and responsibilities.
1.154 Develop ability and understanding in personal buying, selling, and investment.
1.155 Develop skills in management of natural and human resources and man's environment.
1.156 Be a careful consumer who utilizes resources efficiently while minimizing environmental damage.
1.157 Work to eliminate air, water, noise, and land pollution.
1.158 Work to protect and preserve the ecological balance of nature.
1.159 Develop a sense of responsibility for personal and public property.
1.160 Work to protect natural resources.
1.161 Not waste one's own and others' time.
1.162 Understand the effects of technology and population growth on the environment.
1.163 Use material assets to satisfy basic needs and pursue personal and family goals.
1.164 Understand the value of human resources.

DESIRE FOR LEARNING

1.165 Develop a desire for learning now and in the future.
1.166 Develop intellectual curiosity and eagerness for lifelong learning.
1.167 Develop a positive attitude toward learning.
1.168 Develop a positive attitude toward continuing independent education.
1.169 Recognize learning as a continuous process for self-development.
1.170 Experience satisfaction in gaining new information and skills.
1.171 Assume personal responsibility for independent learning.
1.172 Recognize that personal growth and knowledge can contribute to the learning of others.
1.173 Apply accumulated knowledge, skills, and experience to every day living.
1.174 Seek new learning experiences.
1.175 Desire to achieve at one's level of age and ability.
1.176 Be inquisitive about natural phenomena and puzzling events.
1.177 Develop a program for realizing personal and family goals.
1.178 Learn how to evaluate one's progress.
1.179 Learn how to identify one's needs.

LEISURE TIME

1.180 Learn how to use leisure time.
1.181 Develop ability to use leisure time productively.
1.182 Develop a positive attitude toward participation in a range of leisure time activities--physical, intellectual, and creative.
1.183 Develop appreciation and interests which will lead to wise and enjoyable use of leisure time.
1.184 Recognize that happiness is pursued and realized in many ways.
1.185 Understand the necessity for an appropriate balance between work and leisure.
1.186 Understand the contribution of leisure and relaxation to effective work.
1.187 Learn games and skills which will enable one to join the leisure time activities of others.

AESTHETICS – FINE ARTS

1.188 Appreciate culture and beauty in the world.
1.189 Develop abilities for effective expression of ideas and cultural appreciation (fine arts).
1.190 Cultivate appreciation for beauty in various forms.
1.191 Develop creative self-expression through various media (art, music, writing, etc.).
1.192 Develop special talents in music, art, literature and foreign languages.
1.193 Appreciate the contribution of our cultural and artistic heritage to our way of life.
1.194 Learn to enjoy the work and performances of especially talented artists.
1.195 Learn to appreciate the beauties of nature.
1.196 Learn to appreciate architectural beauty.
1.197 Develop a knowledge of various folk arts and folk music.

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GOALS CATALOG CODE/LOCATOR	GOALS	PG1	PG2	PG3	PG4	GOALS CATALOG CODE/LOCATOR	GOALS	PG1	PG2	PG3	PG4
1.132	5	0	0	2	0	1.165 DES LEAR	69	30	8	3	1
1.133	1	0	0	1	0	1.166	44	9	5	0	1
1.134 PREP WRK	59	6	10	5	9	1.167	44	8	5	3	2
1.135	26	3	0	1	1	1.168	30	5	5	0	1
1.136	32	3	1	2	1	1.169	22	7	0	0	1
1.137	22	0	1	1	1	1.170	10	3	0	0	0
1.138	33	1	5	1	2	1.171	19	6	1	0	0
1.139	31	2	1	2	0	1.172	7	3	0	0	0
1.140	22	0	2	0	2	1.173	16	3	0	0	0
1.141 JOB SEL	44	1	7	8	9	1.174	9	2	1	0	0
1.142	25	0	0	4	0	1.175	9	2	0	0	0
1.143	28	0	0	2	0	1.176	8	3	0	1	0
1.144	16	2	0	2	0	1.177	6	2	0	0	0
1.145	12	1	0	1	1	1.178	7	2	0	0	0
1.146	25	1	0	2	3	1.179	4	2	0	0	0
1.147	10	0	0	1	1	1.180 LEISURE	46	1	2	9	13
1.148	6	0	0	0	0	1.181	32	1	1	1	1
1.149	6	0	0	1	0	1.182	38	0	2	1	2
1.150	7	0	0	0	1	1.183	34	0	1	1	3
1.151	1	0	0	0	0	1.184	6	0	0	0	2
1.152 MGT RES	55	1	5	12	12	1.185	5	0	0	0	1
1.153	33	0	1	3	3	1.186	8	0	0	1	1
1.154	31	0	1	3	3	1.187	19	1	5	1	1
1.155	34	0	0	2	3	1.188 AES/ARTS	66	3	5	14	12
1.156	5	0	0	0	0	1.189	42	0	0	5	5
1.157	4	0	0	0	0	1.190	31	0	0	3	5
1.158	12	0	0	3	0	1.191	60	1	2	6	5
1.159	6	0	0	1	0	1.192	30	3	0	4	5
1.160	12	0	0	0	1	1.193	20	0	0	3	1
1.161	4	0	0	2	0	1.194	15	0	0	3	3
1.162	8	0	0	0	0	1.195	11	1	0	2	1
1.163	2	0	0	0	0	1.196	7	0	0	1	1
1.164	5	0	0	0	1	1.197	7	0	1	2	1

SELF-ESTEEM AND SELF-DEVELOPMENT		DECISION-MAKING	
1.198	Develop pride in work and a feeling of self-worth.	2.4	Provide each school with sufficient autonomy to establish programs suitable to their school-community.
1.199	Develop a feeling of student pride in his achievements and progress.	2.5	Establish advisory councils at each school.
1.200	Develop self-understanding and self-awareness.	2.6	Involvement of representatives of all segments of the school-community in decision making.
1.201	Develop the student's feeling of positive self-worth, security, and self-assurance.	2.7	Provide for administrative decentralization.
1.202	Achieve self-realization by maximizing the fulfillment of one's potential.	2.8	Improve Board-Superintendent relations.
1.203	Become a whole person by the integration of one's feelings, thoughts, and actions.	2.9	Utilize a valid information base in making decisions.
1.204	Understand human reactions in a variety of emotional situations such as love, sorrow, stress, depression, joy, sexual relation, anger, anxiety.	**EDUCATIONAL PROGRAMS**	
1.205	Be willing to try new experiences and take reasonable risks.	2.10	Provide programs and services to meet health, counseling, psychological, welfare and attendance, and special educational needs of pupils.
1.206	Be aware of changes in self brought about by maturation and education.	2.11	Provide opportunities for students to participate in community activities, including community service and work experience.
1.207	Be in possession of self-control.	2.12	Provide a variety of extra-curricular activities.
1.208	Develop the self-confidence to take the initiative to change one's conditions of existence.	2.13	Provide all students with equal educational opportunities.
1.209	Understand and appreciate one's experience as a member of the community in which one lives.	2.14	Establish a program of early childhood education.
1.210	Understand and take pride in one's own cultural and ethnic background.	2.15	Develop educational programs to reduce dropouts.
1.211	Develop the ability to understand oneself in relation to the environment, and the extent of one's control over one's future.	2.16	Provide a program of bi-lingual education for non-English speaking pupils.
		2.17	Develop educational programs to increase attendance.
		2.18	Provide programs and services for special education.
		2.19	Provide programs and services for general education.
		2.20	Provide programs and services for pupil personnel services.
		2.21	Provide programs and services for vocational education.
		2.22	Provide ethnic studies programs.
HEALTH AND SAFETY		**PROGRAM EVALUATION**	
1.212	Practice and understand the ideas of health and safety.	2.23	Provide for accountability through a system of research, program planning and development, evaluation and modification, and reporting to the community.
1.213	Establish an effective individual physical fitness program.	2.24	Provide feedback for public examination and redirection of the educational programs.
1.214	Develop an understanding of good physical health and well being.	2.25	Should help individual students, teachers, parents, and other school community members learn about themselves and their relationship to others.
1.215	Establish sound personal health habits and information.	**UTILIZATION OF RESOURCES**	
1.216	Develop a concern for public health and safety.	2.26	Utilize local, state, and federal resources to provide personnel, programs, materials, and facilities to assist all students in meeting the educational objectives adopted by themselves, the district, and their own school.
1.217	Value good health and well-being.	2.27	Provide leadership and resources to develop programs, utilizing the services of community citizens and agencies.
1.218	Be able to recognize symptoms of poor physical or mental health.	2.28	Improve transportation service for pupils.
1.219	Have good nutritional and cleansing habits.	2.29	Utilize services of community volunteer organizations.
1.220	Exercise regularly and get adequate rest.	2.30	Improve food services for pupils.
1.221	Take reasonable precautions for the safety of oneself.	2.31	Provide resources and opportunities appropriate to meet the special needs of disadvantaged youth.
1.222	Know the physical and social consequences of smoking and alcoholism.	2.32	Provide free lunches for needy pupils.
1.223	Know the physical and social consequences of drug abuse.	**PERSONNEL**	
1.224	Be knowledgeable about the causes and prevention of disease.	2.33	Provide for a systematic process of personnel selection and evaluation.
		2.34	Provide adequate resources and adopt policies for the improvement and upgrading of all staff.
COMMUNICATION			
2.1	Report student progress on a regular basis to parents and students.		
2.2	Assure adequate articulation and communication among age and grade levels, schools, districts, and other educational institutions.		
2.3	Establish effective communication between parents, teachers, students, and community.		

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GOALS CATALOG CODE/LOCATOR	GOALS	PG1	PG2	PG3	PG4
1.198 SELF-EST	83	37	6	4	0
1.199	36	4	4	2	0
1.200	50	6	3	2	2
1.201	72	17	5	3	1
1.202	30	4	1	1	1
1.203	21	4	1	1	2
1.204	16	2	1	0	0
1.205	8	2	0	0	2
1.206	4	2	0	0	0
1.207	19	2	3	0	0
1.208	16	6	1	0	1
1.209	11	2	1	0	0
1.210	15	3	1	0	0
1.211	14	5	0	0	0
1.212 HEAL/SAF	82	5	17	15	3
1.213	54	5	4	4	1
1.214	76	5	4	8	4
1.215	46	3	3	5	1
1.216	37	2	2	5	1
1.217	18	2	2	3	0
1.218	21	2	2	1	0
1.219	13	2	2	1	0
1.220	8	1	1	1	0
1.221	9	2	2	1	0
1.222	16	1	1	1	0
1.223	28	4	2	2	2
1.224	11	1	1	1	1
TOTAL INSTRUC	5620	823	506	419	222
INSTITUTIONAL					
2. 1 COMMUN	24	6	3	2	2
2. 2	24	4	1	1	4
2. 3	59	22	3	2	0
2. 4	14	3	2	0	3
2. 5	10	2	1	1	0
2. 6	24	5	2	4	2
2. 7	4	1	0	1	1
2. 8	2	0	0	0	1
2. 9	9	0	1	0	1
2. 10 ED PROG	45	9	6	3	2
2. 11	12	1	1	3	2
2. 12	13	4	2	1	0
2. 13	20	5	1	0	2
2. 14	7	3	0	0	0
2. 15	6	1	0	2	1
2. 16	12	1	4	2	0
2. 17	7	1	2	1	0
2. 18	14	1	3	2	1
2. 19	10	2	1	0	0
2. 20	14	2	4	0	2
2. 21	24	7	1	4	1
2. 22	3	0	1	0	0
2. 23 PR EVAL	25	3	3	3	0
2. 24	13	3	3	0	0
2. 25	12	0	1	0	1
2. 26 UTIL RES	35	9	2	4	2
2. 27	21	3	4	4	1
2. 28	6	0	0	4	0
2. 29	7	1	3	0	0
2. 30	9	0	4	2	0
2. 31	16	3	8	1	0
2. 32	10	0	3	2	0
2. 33 PERSONNE	36	11	2	3	1
2. 34	36	8	7	2	2

PERSONNEL	SCHOOL ORGANIZATION PROCEDURES AND ENVIR.	FACILITIES & GROUNDS
2.35 Adopt employment policies which include an affirmative action plan for assuring reasonable ethnic balance among district staff.	2.38 Allow and encourage the establishment of alternative learning opportunities.	2.52 Provide facilities for general and special educational needs.
2.36 Get rid of ineffective teachers.	2.39 Provide open classrooms.	2.53 Provide adequate facilities for recreation, physical exercise, and competitive athletics.
2.37 Get rid of ineffective administrators.	2.40 Provide non-graded instruction.	2.54 Provide facilities to enhance learning activities, such as libraries, media centers, open space, etc.
	2.41 Provide integrated education.	2.55 Provide adequate and safe playgrounds and equipment to meet the needs of the school-community.
	2.42 Maintain discipline.	
	2.43 Provide traditional programs.	
	2.44 Provide equal educational opportunities.	
	2.45 Provide pupils options among educational courses, activities, and experiences.	
	2.46 Prevent violence.	
	2.47 Establish year-around schools.	
	2.48 Utilize team teaching.	
	2.49 Establish a flexible system of class scheduling.	
	2.50 Establish individualized instruction to meet each student needs.	
	2.51 Provide an educational environment that allows each student the opportunity to maximize his/her potential.	

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GOALS CATALOG CODE/LOCATOR	GOALS	PG1	PG2	PG3	PG4
2. 35	11	2	1	2	0
2. 36	6	2	0	2	1
2. 37	3	1	0	0	0
2. 38 ORG/ENV	18	0	3	6	0
2. 39	0	0	0	0	0
2. 40	3	1	0	0	1
2. 41	1	0	0	0	0
2. 42	32	10	2	3	0
2. 43	7	1	1	1	0
2. 44	8	2	0	1	0
2. 45	16	1	3	5	0
2. 46	7	2	1	1	1
2. 47	1	0	0	0	0
2. 48	1	0	0	0	0
2. 49	10	3	2	1	1
2. 50	32	7	5	0	3
2. 51	55	10	8	3	2
2. 52 FACIL	28	7	3	3	1
2. 53	22	2	5	4	1
2. 54	29	1	4	6	4
2. 55	14	1	2	3	3
TOTAL INSTIT	887	174	119	95	50
UNDEFINED	108	8	8	9	6
GRAND TOTAL	6615	1005	633	523	278

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Appendix

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July 5, 1973

BACKGROUND FOR DATA COLLECTION AND REPORTING FORMAT

In August of 1971, John Vasconcellos, Chairman of the Joint Legislative Committee on Educational Goals and Evaluation, and Dr. Wilson Riles, State Superintendent of Public Instruction, believing in the concept of community involvement in the development and adoption of local school district goals and objectives, entered into an agreement to coordinate efforts and work together in a process to assist school districts determine their philosophies, goals, objectives and priorities.

The Legislature, in recommending the goals process, was not recommending a specific method to be used nor attempting to influence the outcome of the process in any way. However, the guidelines in Education For The People, Volumes I and II, provide general timelines and hopeful outcomes to assist the State Legislature via the State Superintendent and State Board of Education with enabling legislation to provide the quality and equality of education for students served by the public school system in keeping with community needs and priorities.

On May 26, 1972, Dr. Wilson Riles requested County Superintendents of Schools to assume a leadership role in assisting school districts in developing their philosophy, goals and objectives with broadly based community involvement.

There is a need to develop a system to collect the goals, subgoals, and priorities adopted by local boards of education for forwarding to the Joint Committee and the State Board of Education in order for legislators, the Department of Education, and the State Board of Education to recommend legislation to the State Legislature to consider in meeting the relevant needs of the California public school system.

DATA COLLECTION AND REPORTING FORMAT
(Adopted June 26, 1973)

I. Introduction

The Legislature and the State Department of Education, believing in the concept of community involvement in the development of programs and priorities for the public schools of California, developed and recommended the process as set forth in Education For The People.

II. Statement of the Problem

Education For The People, Volume I, recommends the development of a method for the collection of goals from school districts for the purpose of identifying and recommending to the Legislature and State Board of Education statewide programs and priorities. Through this process, local goals and sub-goals will form the basis for proposing state and local program priorities for California public schools. Statewide program priorities are not to be binding on school districts; they will not be super-goals for California education. The state should be supportive of local efforts to innovate and succeed while generating information needed for state policy-making and program development. The Legislature, after having invited all citizens to participate in a goals search process, should utilize the results of citizen participation in exercising its responsibility to assist local districts to meet the goals identified by their local school-communities, including parents, teachers, students and taxpayers, and in exercising its responsibility for decision-making in state educational policy and fiscal matters.

This statement is provided to facilitate and clarify the goals collection procedure which is to be conducted at both county and state levels, and it supersedes any guidelines contained in Volume I which may conflict with this format. The process of collecting goals information from school districts will begin on November 1, 1973, or as soon thereafter as the system is ready. County school offices will compile and report this information no later than March 1, 1974, or, in case of delay in starting, four months after the opening date.

The Joint Committee's responsibility is to insure dissemination of goal and program data for state use. The goals, sub-goals, and priorities collected should represent those most recently developed; they should fit within the limits of the definitions and also have been developed reasonably within the guidelines described in Volume I. The goals, sub-goals, and priorities may be newly adopted or re-adopted recently by the governing board; either is acceptable if the data meet the established criteria.

III. Assignment of Responsibility

The Joint Committee will develop the data collection process with the State Department of Education and the county superintendents of schools offices to assure communication and efficiency of effort. A data collection agency will be responsible to the Department of Education for carrying out the duties ascribed to it here and in a more detailed description of duties written by the combined staffs of the Department of Education and the Joint Committee, in consultation with the county superintendents of schools.

IV. Criteria for Goals Collection and Selection of Information to be Considered

Following are the requirements for including data from school districts in the statewide study. Districts which do not meet all the criteria are encouraged to initiate or recycle the process in order to meet the March 1, 1974 deadline.

A. Local district governing board adoption of educational goals, sub-goals, and priorities is required. It is important that the educational goals, sub-goals, and priorities that are collected be current and relevant.

Criterion #1

Verification that each recommendation has been fulfilled will be made to the county superintendent or his designee by a district reporting committee, consisting of a district administrator, governing board member, teacher, student, and the District Goals Committee chairman or other lay community representative.

Members of the District Reporting Committee must be selected by their peers. The county superintendent or his designee shall verify that members were so selected.

Criterion #2

"Product data" (i.e., goals, sub-goals, and priorities), to be included in the study, must have been adopted or re-adopted by the district governing board no earlier than the school year 1970 - 71.

B. Extent of community participation

The recommended process depends upon broad-based school-community participation in the setting of educational goals, sub-goals, and priorities. It is essential that there be such participation.

Criterion #3

Community members and district personnel, including classroom teachers, must have been involved at least moderately in all districts. Students in high school and unified districts must have been involved at least moderately. Students in elementary districts must have been involved at least a little. "District personnel" includes certificated and classified employees.

Criterion #4

The district reporting committee must assure that all segments of the community were directly involved: ethnic, economic and geographic characteristics must be considered.

Criterion #5

The goal setting process must have included one of the following procedures:

a. operated at each school site, with district level goals derived from the combined school goals; or

b. operated centrally or at regional sites, with participation from each school site and with school-communities free to establish and pursue their own goals and program pricrities within a district framework.

C. Format for reporting

For reporting purposes, the usefulness of district data depends not only on the process by which data were derived, but also on the comparable format of the product.

Criterion #6

a. Two types of data shall be reported:

(1) Process data -- responses of a district reporting committee as described under Criterion #1 above. These data will be collected by the county superintendent or his designee.

(2) Product data -- district goals, sub-goals, and priorities (as defined in Volume I, page 7).

b. The county superintendent or his designee will report on the use of the 19-step process outlined in Volume I based on the responses from the district reporting committees. A check list will be included for evaluating the usefulness of the 19-step process (see Volume I, page 17).

Criterion #7

A data collection agency will be selected to collect both process and product data.

Criterion #8

The Joint Committee on Educational Goals and Evaluation, in cooperation with the State Department of Education, shall provide a goals categorization system by which each district's product data will be catalogued. The county superintendent or his designee will verify the categorization of district goals information with the local school district governing board. The purpose of this procedure is to maintain the contextual meaning of data as intended by the districts.

Criterion #9

Districts with 50,000 ADA and above will be requested to forward process and product data by administrative zones where they exist, in addition to the data for the district as a whole.

Criterion #10

The data collection agency, in cooperation with the State Department of Education and county superintendents, will administer the collection system statewide to assure uniform reporting of data among 58 counties into a state data pool.

Criterion #11

Based on the results of this data collection process, the Joint Committee should recommend improved procedures for recycling of the goal setting process to appropriate state, county and local agencies.

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